REPORT RESUMES

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A SURVEY AND INVESTIGATION OF FOREIGN LANGUAGE INSTRUCTION UNDER CONDITIONS OF FLEXIBLE SCHEDULING.

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CURRENT USES OF FLEXIBLE SCHEDULING IN THE FOREIGN LANGUAGE CURRICULUM WERE STUDIED (1) BY AN INVESTIGATION OF THE FOREIGN LANGUAGE PROGRAMS IN FIVE TRADITIONALLY SCHEDULED SCHOOLS AND FIVE FLEXIBLY SCHEDULED SCHOOLS AND (2) BY A REVIEW OF THE FINDINGS OF THE STUDY BY A CONFERENCE OF SPECIALISTS IN FOREIGN LANGUAGE EDUCATION, FLEXIBLE SCHEDULING, AND ADMINISTRATION. WHAT HAD BEEN REVEALED BY THE INVESTIGATION OF DIFFERENT EXPERIENCES WITH FLEXIBLE SCHEDULING ABOUT ITS ADVANTAGES, POTENTIALS, AND DANGERS WAS REVIEWED BY THE CONFERENCE TO FORMULATE RECOMMENDATIONS FOR (1) THE USE OF FLEXIBLE SCHEDULING IN THE FOREIGN LANGUAGE CURRICULUM, AND (2) RESEARCH TO DETERMINE GUIDELINES FOR OPTIMUM USE OF FLEXIBLE SCHEDULING. CONCLUSIONS OF THE CONFERENCE INDICATED THAT FLEXIBLE SCHEDULING HAD MADE DISAPPOINTINGLY LITTLE IMPACT ON FOREIGN LANGUAGE EDUCATION. FOUR FACETS OF LANGUAGE TEACHING WERE IDENTIFIED WHICH COULD BE FURTHER DEVELOPED AND USED ALONG WITH FLEXIBLE SCHEDULING TO PRODUCE SIGNIFICANT IMPROVEMENT IN FOREIGN LANGUAGE EDUCATION--INDIVIDUALIZED INSTRUCTION USING PROGRAMED MATERIALS AND NEW PATTERNS OF PACING, USE OF THE LANGUAGE LABORATORY, USE OF LARGE-GROUP INSTRUCTION, AND THE DEVELOPMENT OF VARIOUS TEACHING STAFF PATTERNS. FLEXIBLE SCHEDULING WAS VIEWED AS A MEANS OF PROVIDING INDIVIDUALIZATION FOR PUPIL, SUBJECT, AND INSTRUCTOR. THE SMALL-GROUP MEETINGS OFFERED SOMEWHAT MORE INDIVIDUALIZED INSTRUCTION, BUT MOST TEACHERS BELIEVED SELF-INSTRUCTIONAL MATERIALS WERE NEEDED TO USE THE FULL POTENTIAL OF FLEXIBLE SCHEDULING FOR INDIVIDUALIZED INSTRUCTION. AREAS OF FLEXIBLE SCHEDULING WHERE MORE RESEARCH WAS NEEDED WERE IDENTIFIED. (AL)

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Dwight W. Allen　　　　Robert L. Politzer

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1. Introduction

Flexible scheduling refers to a system whereby the school day is divided into modules of twenty or thirty minutes instead of the standard one-hour periods. Length and size of the classes can be varied to create the kind of learning situation desired, including independent study for self-directed learning, large group instruction for listening or viewing, small group opportunities for interaction. More effective utilization of the time and talents of teachers and of building facilities is made possible. It thus gives promise of reconciling economy with greater attention to the requirements of the individual student. However, so far little work has been done to investigate the relationship between the potential of flexible scheduling and the inherent characteristics of the subject matters to be taught. Hence it seemed imperative to investigate these relationships in order to develop principles of instruction which will take full advantage of the opportunities offered by flexible scheduling. It seemed further advisable to analyze experience already available in connection with the use of flexible scheduling in language instruction in order to determine what further steps need be taken in the areas of research and curriculum development.

The project consisted thus of (a) an investigation of how flexible scheduling is presently used in the foreign language curriculum and what different experiences have revealed as the advantages, potentials, or even dangers which flexible scheduling may hold in store for the foreign language curriculum, and (b) a conference of specialists in areas of foreign language education, flexible scheduling, and administration who discussed the results of the above investigation and formulated (i) recommendations for the use of flexible scheduling in the foreign language curriculum, and (ii) recommendations for research, the results of which could furnish guidelines for the optimal utilization of flexible scheduling.

2. Method Utilized in the Investigation of Foreign Language Instruction Under Conditions of Flexible Scheduling.

The investigation of Foreign Language Instruction under conditions of flexible scheduling took a case study approach. The case study data described the foreign language program in five traditionally scheduled schools and in five flexibly scheduled schools. An attempt has been made to identify the problems in the traditionally scheduled schools, and to determine the influence of a flexible schedule upon the foreign language program, i.e., what problems it is creating, what problems it is solving, and what problems it is leaving unsolved. Possible solutions to some of the problems are recommended and areas in which further research is needed are identified.

Five of the ten participating schools had traditional schedules (some of these were considering the adoption of a flexible schedule). The five other schools in the study had a flexible schedule. All the schools are located in the western part of the United States.

The case studies focussed on seven aspects of the foreign language program:

1. scope and sequence,
2. schedule of the classes,
3. use and schedule of the language laboratory,
4. individualization of instruction,
5. materials and methods of instruction,
6. evaluation of the foreign language program and student progress, and
7. problems of staff.

Each of two research assistants visited each school. During the first visit, open-ended interviews were held with the high school principal, with as many of the foreign language teachers as possible, and with about ten students chosen randomly from all the students taking a foreign language in the school. The principal's interview was concerned with the general background of the school, the position of the school in the community, the principal's perceptions of the language department's problems and his ideas about the flexible schedule as it relates to the language program. The teachers were asked about their present program, and the students were asked about their attitude toward the foreign language classes. During the second interview the teachers were again interviewed and so were an additional ten students. The teachers were asked about their future plans for the development of the program, and their conception of the ideal language program. The students were again asked for their attitude toward the foreign language classes.

The data were summarized in two ways: they were divided according to the seven topics mentioned in the main body of the report, and each of the schools was also described individually (see Appendix A). These data provided the basis for discussion at a conference held May 27 - 29, 1966 at Stanford University

3. Results.

The results of the survey and investigation may be briefly summarized as follows:

(a) Summary of Report on Case Studies.

Teachers and students in case study schools general prefer the flexible scheduling to the traditional pattern despite persistent problems. However, few substantive alternatives are being developed to alleviate these problems even in flexibly scheduled schools. The major problems seem to be student exposure time to the language, uses of the large group, uses of the language laboratory and development of a program for the individualization of instruction. Research is needed to find uses for the large group. The relationships of students exposure time to learning needs much study. One of the least understood and poorly used aspects of the total program is the laboratory. Objectives and laboratory materials need to be changed to make the laboratory a more vital part of language learning, especially to promote the individualization of instruction.

Materials for the total program - classroom materials, laboratory materials, and resource center materials - must be coordinated more effectively in flexibly scheduled programs if they are to supplement and reinforce each other. Performance criteria for each language are needed which better facilitate individualization of instruction and articulation from grade school to junior high school to high school.

Possibilities of a differentiated teaching staff are also raised by the availability of a flexible schedule.

(b) Recommendations and Suggestions of the Conference on Flexible Scheduling and Foreign Language Teaching.

1. A flexible schedule should not be adopted before the specific goals to be achieved and the alternatives in grouping arrangements and time patterns have been thoroughly discussed and understood.

2. Traditional and flexible programs should be compared for relative effectiveness and efficiency and for relative motivational and holding power; effectiveness should be analyzed in terms of various achievement scores.

3. Teacher-training programs need to be developed to acquaint foreign language teachers with the problems and potentials of self-instructional courses and the division of labor between teacher and teaching machine.

4. Behavioral objectives need to be restated and ordered, with periodic revisions based on classroom experience and research findings. Clear-cut performance criteria for achievement on various levels of the foreign language curriculums must be determined.

5. Research is needed to determine whether alternatives in time patterns change the objectives or their order in the total program.

6. Multiple levels, tracks, and methodologies should be explored in order the differentiate instruction in terms of achievement of main objectives.

7. Minimum criteria for entry need to be established for each level of instruction.

8. Systematic use of a differentiated staff should be investigated, including the use of non-certificated personnel.

9. Guidelines should be established for the use of various instructional patterns in various sizes and types of instructional groups so that appropriate behavior patterns and activities may be differentiated for the large-group, small -group, laboratory, and independent study.

10. Motivational factors and appropriate activities need to be identified for the large-group.

11. Research is needed to explore the precise potential of individual study and the language laboratory as the focal point for language instruction, supplemented by small-group instruction for the monitoring of student progress.

12. The use of open and closed laboratories should be investigated using flexible scheduling.

13. The development and use of instructional materials (including video-tape and programmed learning programs) should be encouraged in flexible curriculums; groups of schools might cooperate in the development and initial use of such materials.

14. Alternate arrangements of time patterns should be studied in order to establish different alternatives in the spread of instructional time and the necessary amount of teacher-pupil contact time at the different levels and to delineate maintenance doses for pupils who have reached a desired proficiency level.

15. While the optimal arrangements of time patterns are subject to investigation (see 14, above) it seems, nevertheless, quite clear that the large amount of functional drill necessary for acquisition of language skills makes it inadvisable to use flexible scheduling in such a way that it results in a reduction of contact time during the first or second levels of the curriculum.

16. Alternatives in grouping arrangements should be explored along with new alternatives for the recycling of students as their achievement differs from their group norm; in other words, various types of pacing need to be tried and compared.

17. Flexible scheduling should be used to allow students to elect different types and concentrations of foreign language instruction depending upon the degree of proficiency desired as well as the students' talents and interests.

18. Differentiated language instruction should be explored in order to determine the point at which specialized study should differ in proficiency from general educational objectives.

19. Certain variables should be controlled for experimental study (e.g., the same instructional procedures tried in different group arrangements).

4. Discussion.

(a) 10 Case Studies of Schools Utilizing Traditional and Flexible Schedules

The following report describes briefly the situation and problems of foreign language instruction in the 10 schools utilized for the case studies. The schools referred to as I, II, III, IV, V, use flexible scheduling, those designated A, B, C, D, E, use traditional scheduling. V and E are Junior High Schools. The report is organized according to

7 headings, namely (1) Scope and Sequence of the Foreign Language Curriculum (2) Schedule (3) Language Laboratory (4) Individualization of Instruction (5) Materials and Method of Instruction (6) Evaluation of the Foreign Language Program and Student Progress (7) Staff. The Appendix of the report contains information and data concerning each of the schools covered by the report.

1. SCOPE AND SEQUENCE

The following languages and levels are offered:

Traditional Schools

A. Spanish 1 - 4, French 1 - 4, German 1 - 4, Latin 1 - 3.

B. Spanish 1 - 4 (3 and 4 in one class), French 1 - 4, German 1 - 3, Latin 1 - 3, Russian 1 - 4.

C. Spanish 1 - 4, French 1 - 4, German 1 - 4, Latin 1 - 2.

D. Spanish 1 - 4 (3 and 4 in one class), French 1 - 4 (3 and 4 in one class), German 1 - 4.

E. Spanish 1 - 3, French 1 - 3, Russian 1 - 2.

Trend line: Spanish 1 - 4, French 1 - 4, German 1 - 4, Latin 1 - 3.

Flexible Schools

I. Spanish 1 - 4, French 1 - 4, German 1 - 4 (2, 3, and 4 in one class), Latin 1 - 4 (3 and 4 in one class).

II. (Data incomplete) Spanish 1 - 4, French 1 - 4, German 1 - 3, Latin 1 - 2, Russian.

III. Spanish 1 - 4, French 1 - 4 (3 and 4 in one class), German 1 - 3.

IV. Spanish 1 - 3, French 1 - 3, German 1 - 2, Latin 1 - 2.

V. Spanish 1 - 3, French 1 - 3.

Trend line: Spanish 1 - 4, French 1 - 4, German 1 - 3, Latin 1 - 2.

The number given after each language refers to the number of years that language is offered in the school. These numbers have no reference to levels of achievement, e.g., Spanish 1 - 3 of School I covers only Level I of the A-LM. The scope and sequence of the foreign language courses is affected very little by the introduction of a flexible schedule as can be seen by a comparison of the above data. The major criteria for determining what languages and levels are to be offered in any one school is the expected class enrollment. The schools participating in the project generally had few plans for addition or deletion of courses from their curriculum.

The major problem seems to be articulation between elementary school and junior high school and between junior high school and high school. At School B students with four levels of achievement were combined into a French I class; some students had had no French, some had had one year in the junior high school, some had had two years in the junior high school, some had had three years in the junior high school. In other cases, some students with foreign language background from the elementary school were combined with students with no previous experience in the first year of a language at the junior high school.

A possible solution to the problem of articulation seems to be the development of a performance criteria for advancement from one level to another rather than the lock-step yearly progression.

2. THE SCHEDULE

Traditional Schools

Schools A - E: trend line: class period 50-55 minutes five times per week.

Flexible Schools

School I: Module length 18 minutes. 4x3 mod., med. group/week,*
5 x 1 mod. laboratory/week.

Contact time:
Class - 160 minutes/wk, lab. 65 mins/wk.
Total - 225 mins/wk.

School II: Module length 21 min. 4x2 mod. med. group/wk, 1x2 mod. large group/wk;
4x1 mod lab/wk, 1x1 mod. conf/wk.

Contact time:
Class - 185 min/wk, lab. 65 min/wk, conf. - 16 min/wk
Total - 265 min/wk.

* 4x3 mod. med. group/wk. This abbreviation stands for the following schedule: The classes meet 4 times for 3 modules of medium size groups per week; small group is 10-15 students; medium size group (med. groups) is 20-25 students; large group is all the students of one level (50-150); lang. lab. means language laboratory, and conf. is conference time.

School III: Module length 27 min. 1x2 mod. large group/wk, 3x2 mod. small grou/wk. 1x2 mod. lang lab/wk; French: 5x2 mod. med. group/wk.

Contact time:
Class - 195 min/wk, lab. 50 min/wk. or 245 min/wk
Total - 245 min/wk.

School IV: Module length 20 min. 1x2 mod. large group/wk, 1x2 mod. med. group/wk, 2x2 mod. small group/wk, 3x1 mod. back scheduling/wk *

Contact time:
Class - 160 min/wk, back scheduling - 50 min/wk
Total - 210 min/wk.

School V: Module length 30 min. 5x1 mod. med. group/wk. lang. lab. used during the class for 10 min. twice/wk.

Contact time:
Class - 125 min/wk. No lang. lab. time outside of class.
Total - 125 min/wk.

Trend line: total contact time, 210-265 min/wk, except for school V classes which generally meet 4 to 5 times per week.

When the teachers in the flexibly scheduled schools were asked: "Are you able to cover as much material on the flexible scheduling as on the traditional scheduling?" three replied yes; thirteen said no. At school II they said they covered as much material in less teacher time (three hours and twenty minutes/week), but they had an additional one hour and five minutes of laboratory time. School V has changed their general objectives so that they cover in three years only one level of material which was traditionally covered in one or one and one-half years. They feel, however, that they cover this one level better. At School I the teachers estimate that they will be one-half year behind at the end of four years. At School IV one teacher said he is covering only sixty per cent of the material that he covered with the same materials on the traditional scheduling. He has forty per cent less contact time than on the traditional scheduling and no laboratory. In school III one teacher said that the problem is caused by large enrollment rather than the scheduling. When the teachers in the flexibly scheduled schools were asked if they felt that they covered the material as well as they could have in a traditional program, ten teachers said yes, and seven teachers said no (four of the no's were from school I).

None of the traditionally scheduled schools used large groups in the language program. Of the five flexibly scheduled schools examined, two did not use any large groups in their foreign language programs and in the other three one or two of the languages did not use the large group. Of the twenty-eight teachers from the traditionally scheduled schools, nine said it had no use, two were not sure, one said it has no use for the first year, and

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* Back scheduling - this is supervised study time required by the State law to bring the total number of hours of a foreign language up to the State minimum.

the remaining sixteen were not against the large group. However, they generally agreed that it could be used to best advantage only for culture presentations, e.g., films, native speakers, lectures, and for testing. A few thought it could be used for introduction of the grammar units. Two thought it could also be used for choral repetition. In the schools in which the EBF* material is being used the teachers plan to use the large group to present the films.

Ten of the nineteen teachers interviewed in the flexible scheduled schools saw no value in the large group, and one teacher saw no value for the first year. Those who used the large group, or saw value in it, thought it useful mainly for culture presentations, testing, and general grammar introductions.

The percentage of teachers rejecting the large group is considerably higher among those who have had experience with it. Very few of the teachers who use it, consider it useful in the learning of the language.

The large group is not now effectively used in the foreign language program. The large group could be very valuable in saving teacher time and in reducing the class size for small group instruction. It would, therefore, be worthwhile to study such factors as teaching methods, materials and the facilities that could make the large group a valuable part of the language learning process, especially in the first two years. The presentation of culture, for which the large group is most often used now, plays a very minor role in the overall objectives of these beginning classes; so minor, in fact, that it does not warrant one period per week set aside for this purpose. Since the first and second levels of a foreign language are the only ones large enough to make the concept of large groups meaningful, new approaches and methods are needed if this concept is to continue as an integral part of the language program.

The teacher's comments on their respective schedules.

Problems mentioned by the teachers in the traditionally schedules schools include the following:

1. The schedule is not flexible enough (mentioned by four teachers).
2. The class is too long (mentioned by eight).
3. Classes are too large (mentioned by four).
4. No independent help is possible (mentioned by six).
5. Staff and facilities are inadequate (mentioned by three).

In the flexibly scheduled schools several problems were mentioned by the teachers:

1. Not enough time in the class per week (twelve teachers).
2. Problems with computer scheduling - the same language section is split between different teachers during the week, the student is placed in different sections during the week, several language sections for the same student are scheduled for the same day.

*Encyclopedia Brittanica Films.

3. Students not in a foreign language class every day (six teachers).
4. Misuse of free time by some students (five teachers).
5. No regular pattern in the schedule (4 teachers).
6. Inadequate staff and facilities (seven teachers).

Some of the teachers on the flexible schedule see certain advantages in this schedule:

1. The possibility of variation in the schedule and the lack of monotony (nine teachers).
2. More free time for the teachers for preparation, etc. (eight teachers).
3. Higher student motivation (four teachers).
4. Availability of the language laboratory for the students' use (three teachers).

Discussion of the problems of the traditional schedule and the effect of the flexible schedule on the program.

Under the flexible schedule the possibility exists to combine the various elements of the language program, i.e., the large group, the small group, laboratory work, individual study and conference time, in a variety of ways. This type of schedule may also be revised to yield a different combination of these elements; this is impossible in the traditional program. Therefore, the problem of rigidity of the schedule may indeed by solved by the flexible schedule. However, a great deal depends upon the staff and administration of each school. At school III the foreign language program was substantially revised at the middle of the year, and at school II the foreign language program is revised each year. At school I the teachers feel that they have little to say about the schedule they receive; they feel that the schedule is forced upon them by the computer.

Another problem which can be ameliorated by the flexible schedule, namely the problem of class length, has not yet been solved. Under a flexible schedule where classes have been shortened and daily contact has been compromised, teacher perceive a problem of insufficient class time per week.

Staff time for small classes in flexibly scheduled schools has been gained through the use of the large group, by a reduction of class time, by expanded use of the language laboratory, or by the hiring of additional teachers. As already mentioned, the large group is not used effectively by many teachers in flexibly scheduled schools, and a majority of the teachers object to the reduction of class time as presently exists in most flexibly scheduled schools. A language laboratory program has not yet been developed which is an adequate substitute. Often unrealistic staff ratios still exist in flexibly scheduled schools.

The problem of individual help is lessened to some degree by teacher-student conferences during free time under flexible schedules, but relatively little advantage is taken of this opportunity by the students. Upper division courses with small enrollments, two of which are usually combined to form one class in a traditionally scheduled school, are usually scheduled as independent study. However, the broader possibilities for individual help, i.e., individual instruction and advancement at the student's own pace at all levels of language study, have not yet been realized. These possibilities will be discussed in more detail under the section titled "Individualization of Instruction."

The flexible schedule has little effect on the adequacy of the facilities. Since the language laboratory tends to be used more extensively in the flexibly scheduled schools, inadequacies in the laboratory material and facilities become much more apparent. These problems will be discussed in greater detail under the section titled "Language Laboratory."

Student comments on their respective schedules.*

The students in the traditional program (N = 97) did not have much to say about the schedule. Eighteen to twenty students mentioned that their language program in general was boring, but this term refers both to the schedule and to the lack of variation in the classroom activities. Dissatisfaction with the period length was mentioned by ten students and the fact that the class was too large was mentioned by five students. The improvements suggested by the students for the traditional program included a change in the period length - either longer or shorter - (mentioned by 13 students), more variety in class activity or in the schedule (7).

Students in the flexibly scheduled program (N = 97) were more verbal. They like the following elements of their program:

1. Variety in the class schedule (mentioned 22 times)
2. class not every day and free time during the school day (21)
3. teacher contact outside of class (13)
4. variation in class length (14)
5. small classes (2).

The improvements suggested for the flexible schedule included: more teacher contact (10), longer period (6), class every day (4), smaller classes (4).

Of those students interviewed in the flexibly scheduled schools who had studied foreign language on a traditional and a flexible schedule (N = 51), twenty-three said that they learned more on the flexible schedule, thirteen said they they learned just as much, nine felt that they learned not as much, and six students were not sure.

In summary all the students stated that they were pretty well satisfied with their program. Students on the traditional schedule did not specify what they liked about the program, although they mentioned several specific dislikes. In contrast, to this attitude, students on the flexible schedule had a great deal to state about those elements which they liked and very little to mention about things which they disliked.

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* It is difficult to interpret student comments due to the unnatural interview situation; however, the interviewers feel that the problems and attitudes expressed by only a few, may be widespread.

Future Plans.

Schools A, C, and D had no plans for change within the next year or two. The administration has considered adopting a flexible schedule, but no real plans are being made. School B will adopt a flexible schedule in the fall of 1966. The principal appears to have been the moving force in the adoption of this schedule, and the foreign language program was formulated by the teachers with his guidance. The schedule will be typically the following: first and second years, 4x2 mod., med. group/week, 2x1 mod. lab/week; third and fourth years, 3x3 mod., med. group/week, 1x1 modl lab./week. School E will also go on a flexibly scheduled program and the principal again appears to be the leading force in the adoption of this type of schedule. All classes will be 1 module in length; the schedule/week is the following: 1 large group, 2 med. groups, 2 small groups, and one lab.

In the flexible scheduled schools, two of the three schools which still have the large group (I, III) are going to eliminate it in the next year. Two of the schools (I, III) wish to have more teaching-contact time for the language classes, and school II already has a total contact time equal to that of the traditionally scheduled schools. Two schools (I, II) want classes to meet five days a week, and one school (V) already has such a schedule in all the foreign languages. Schools III and IV are not yet certain about their schedules for the future, although in School III the French classes already meet five days a week, and it could be predicted that the remaining language classes willl also adopt such a schedule.

The future plans of the flexible scheduled schools indicate the trends which have already been alluded to:

1. the large group will be eliminated,
2. the total contact time will be increased to approximate that of traditionally scheduled schools (except in school V),
3. classes will be scheduled every day.

In short, there is teacher sentiment to return to more traditional time patterns and student sentiment which is more supportive of flexibility and continued experimental patterns.

3. THE LANGUAGE LABORATORY

The language laboratory is always used during the class hour in the traditionally scheduled schools, but it is scheduled independently of the class time in flexibly scheduled schools. School IV has no language laboratory; school D had a laboratory, but it has been removed; schools A and C have only portable language laboratories; and the rest have a regular laboratory. Typical patterns of laboratory use for each school follow:

Traditional Schools

School A: 2/week for 20-30 minutes (The teachers have to use the laboratory on the day that they are scheduled for it, whether they are ready or not).

School B: used regularly by one language as a classroom, the equipment is used once per week for twenty minutes.

School C: used sporadically by one of the four teachers for 10-15 minutes / week.

School D: no laboratory.

School E: 2-3/week for 20 minutes.

Trend line: 2/week for 20 minutes during the class period.

Flexible Schools

School I: 5/week for 13 minutes (only Spanish 1, 2; French 1, 2; German 1).

School II: 4/week for 16 minutes (only German, French, Spanish 1 and 2; somewhat less for German, French, Spanish 3 and 4).

School III: 1/week for 50 minutes with 5-minute break (only German 1, Spanish 1 and s).

School IV: 2/week for 10 minutes (during the class period).

School V: no laboratory.

Trend line: The laboratory is used more consistently here than in traditionally scheduled schools; however, only one school (II) has a well-defined laboratory program for all languages and all levels.

The uses of the laboratory are the same for both traditionally and flexibly scheduled schools:

1. reinforcement of the material presented in the class (mentioned by 20 teachers)
2. listening comprehension (mentioned by 9 teachers),
3. the opportunity to hear a variety of native speakers (4),
4. testing (2).

There are the problems mentioned most often by the teachers in reference to the language laboratory:

1. the laboratory does not work properly or is damaged extensively by the students.
2. the pupils are bored.
3. the longer periods are monotonous,
4. the teachers would like to be in the laboratory to help their students.

Several teachers have said that they felt that they could help their students learn to respond more easily and pronounce better if they were able to be in the laboratory when their students were there. In all the schools where the laboratories are in use, the teachers complain that the laboratory or parts of it are generally not functioning properly. Some of the mechanical failures are caused by student vandalism. All of the schools mentioned that they had discipline problems in the laboratory and had to continually check the equipment to make sure that the students were not destroying it. In School D where the laboratory period was one hour in length, such extensive damage was done in one year that the laboratory had to be removed. Many of the teachers notice that the students become bored after 15-20 minutes of repetition and drill work. We suggest that there is a high correlation between period length and boredome, and vandalism.

Students comments on the language laboratory.

Similar comments on the laboratory were made by students from both the flexibly and traditionally scheduled schools, therefore, these data were combined.

In answer to the question: "Do you like the language laboratory?", the students (N = 75) replied:

Yes: 40 No: 22 Neutral: 13

They found the laboratory helpful in the following ways:

For pronunciation: 25
For improvement of listening comprehension: 5
For speaking: 4
For removal of inhibitions against oral responses: 4

When students were asked what they disliked about the laboratory they replied:

The repetition in the laboratory is boring: 33
The laboratory is not used enough: 9
The earphones are uncomfortable: 6
The laboratory materials are difficult to understand, and the students, therefore, did not learn much: 5
The drills did not require any thinking: 4
Better material is needed: 4
The laboratory is too impersonal: 3

Students comments highlight a conflict between student and teacher perception; teachers consider the major use of the laboratory to be reinforcement, whereas students perceive their major benefit from the laboratory to be improvement in their pronunciation. In fact, the students do not even mention the reinforcement of structure and patterns as a benefit, and their major complaint is that this repetition is boring, indicating at least a problem in communication. Several student complaints are related to materials, i.e., some of the students complain they do not learn, because they do not understand the drills; other students say that the drills require no thinking; and some students mention the need for new materials. This student boredom seems to be confirmed by the destruction of the laboratory equipment. To improve laboratory instruction one must consider more carefully the objectives, resultant materials and the period length.

Another area of concern is the physical set-up of the laboratory. Since some students mentioned the fact that the laboratory is too impersonal or that the earphones hurt their ears, the construction of booths convenient for both pupil and teacher and the development of comfortable headsets seems to have priority.

Future Plans: Traditional Schools

School A plans to acquire two more portable laboratories.

School B will be going off a flexible schedule next year. Those who have planned their program state that the laboratory requirement will be twice a week for one module. The laboratory will not be used as a classroom.

School C has no future plans for the laboratory.

School D has no future plans for the laboratory.

School E will go on a flexible schedule and the laboratory requirement will be once per week for one module. The teachers would like to have the laboratory to be an open laboratory. They also want more duplicate materials and equipment.

Trend line: Plans for the future use of the laboratory for traditional schools are tied to plans for a flexible schedule.

Future Plans: Flexible Schools

School I wants to have the laboratory period scheduled by the computer.

School II has no future plans to change laboratory use except to try to make it more available for the students during their free time.

School III wants more duplicate material and would like to have the language classes meet nearer to the laboratory.

School IV is going to install outlets for a dial system laboratory in three classrooms.

School V has no future plans for the laboratory.

The need to improve the laboratory has an important potential in reducing the teacher's load, i.e., by reducing class time and class size, and in its use for the individualization of instruction. Both the teacher and the student might benefit more from the laboratory, if one were able to develop materials and techniques in the laboratory that would enable the student to actually learn new materials there rather than use it for reinforcement, listening comprehension, and pronunciation. Few schools have a well defined laboratory program; most are token programs - used to vary the class activity - meeting only once or twice a week and in some of the language classes only.

Recommendations concerning the language laboratory.

In order for the laboratory to become a vital part of the program it should occupy a significant portion of the students' contact time with the language. The consensus of the teachers interviewed is that the period should be about 20 minutes long, though there is little empirical verification for this recommendation. A daily laboratory period exposure would seem to be an ideal schedule if the goals and materials for the laboratory were changed; the language laboratory could be useful not only for reinforcement and repetition but also for initial presentation of reading, writing and structure. This would require the development of new materials, and the wider use of programmed laboratory materials.

An audio-video-taped program with concomitant work-books, i.e., a book containing exercises which would coordinate eye, hand, and ear in useful, productive activity, would perhaps increase learning and reduce boredom. Also new and varied materials should be developed for the objectives for which the laboratory is presently being used: pronunciation and listening comprehension. These materials should relate to the classroom activity but not be a repetition of it. Again the material should not be strictly audio.

The teachers interviewed feel that the person in charge of the laboratory should not only be able to run the equipment, but also be able to help the students with any questions or problems which they have. Some teachers and students felt that there should be constant evaluation of the students' progress in the laboratory. Laboratory experience might well be supervised or monitored by teachers who have no responsibility for the operation of the equipment and other staffing arrangements need to be considered.

4. INDIVIDUALIZATION OF INSTRUCTION

Of the teachers interviewed (N = 47) twenty-seven think there is more opportunity for individualization of instruction with a flexible schedule. Five teachers mention that there is a greater opportunity for the highly motivated students. Two think it depends on the teacher; one says it is good only for cultural material; three say there is no greater opportunity for individualization of instruction; the rest have no opinion. In view of the large majority replying yes, one would expect to see more exciting things happening in the flexibly scheduled schools than in the traditionally scheduled schools.

Methods of individualization of instruction in the traditionally scheduled schools consist of the following: extra work for brighter students (mentioned by 13 teachers), individual work after school for the lower students (17). In School B, one French 1 class, composed of students with four levels of achievement, is divided into four groups, each of which alternates between independent study in the library and laboratory and work with the teacher. In School B one Spanish 3 class is divided by performance one day per week, on which day the teacher works with one group while the other is on independent study.

Similar activities are being conducted in the flexibly scheduled schools; extra work for the brighter students (mentioned by 6 teachers); conferences for the slow students held during the students' free time (6 teachers), but the students (bright and slow) do not take advantage of this opportunity (3 teachers). In the German 1 classes in School I, the slower students use the A-LM material and the faster ones a more traditional text. Two slow students are excused from the Spanish 4 class once a week to work with the teacher. Two teachers at

School I excuse bright students from the language laboratory to do supplementary reading. In School II one teacher conference per week is regularly scheduled for all beginning language students. At School IV one Spanish teacher lets all of his pupils work at their own pace (using a traditional grammar method). Whatever the potential there is very little difference between what is being done on individualization in the traditionally scheduled schools and what is being done in the flexibly scheduled schools. The flexible scheduling does have the advantage that the teacher-pupil conferences do not have to take place after school but can take place during free time. The major difference between the two types of schedules is found in a comparison of the programs of the upper levels of the language. In the traditionally scheduled schools small enrollment usually requires that the third and fourth year classes be scheduled together, while in the flexibly scheduled schools these upper levels are generally scheduled on independent study. The students are given specific assignments and have conferences with the teacher once every week or two.

Future Plans: Schools B and E will adopt a flexible schedule, so they will naturally be able to take advantage of the possibility of holding student-teacher conferences during school and of scheduling the upper levels of a language on independent study. Schools C and D will not change the present programs for individualization. School A will introduce, next year, a pilot program in the beginning Spanish courses. All the Spanish one classes will be scheduled at the same period and divided by achievement into three groups (high, average, and low). These groups will be re-evaluated and reformed, if necessary, every two or three weeks. The flexible scheduled schools have no plans for changes in their program for individualization. With the exception of the pilot program in School A, there will be no change in the type of individualization done in any of the schools. Trend line for both flexibly and traditionally scheduled schools: The bright students are given extra work, the slow students are given extra time, either in a conference period or after school. Upper levels of the language classes are usually scheduled on independent study (only in flexibly scheduled schools), no change is foreseen in the near future.

A most important aspect for language programs in the flexible scheduling, i.e., the possibility for the student to advance at his own pace, is not being realized. The development of the language laboratory program would greatly aid the teacher in his attempt to individualize instruction. The establishment of a comprehensive resource center for foreign languages would create an area to which the student could go to do independent study on assigned topics. In addition to magazines and newspapers in the various languages, the resource center should also contain programmed textbooks, reference grammars, works of literature, lexicons, listening stations for tapes and records. With these resources at the teacher's disposal, a single teacher can work individually with various sub-groups of his own class while the other members of the class are either in the resource center or in the language laboratory. The possibility also exists of establishing language classes in which the students are grouped by performance if a school has several teachers in the one language. i.e., School A's pilot program. For, if one is to have several levels of performance within the context of one level of material, there must either be several teachers, as in the case of School A, or pedagogically sound teacher substitutes or supplements.

5. MATERIALS AND METHOD OF INSTRUCTION

No matter what scheduling a school has, it is necessary for further research to be done to determine the best material and methods for the teaching of foreign languages. Eclectic approaches between the extremes of a pure grammar-translation method and of a pure direct method are appearing. A general trend seems to be that the students in a strongly grammar oriented program would prefer more oral work and that students in a program which employs an audio-lingual method desire more explanation and grammar. In School D, which uses a traditional method, for example, eight students out of twenty said that they would prefer more oral work. In Schools B and E, which use an audio-visual method, fourteen out of thirty-nine students mentioned that they wanted less oral work and more explanations.

A detailed discussion of material and methods is beyond the scope of this report, however, variety and availability of material do effect the efficiency of individualization of instruction in the areas of laboratory, resource center, and the classroom, and are potential sources of leverage under a flexible schedule, i.e., with a flexible schedule a wider variety of materials is needed and more diverse resources can be utilized in a single program. There is a need to have more coordination of the materials used. They must reinforce and supplement each other without unwanted repetition.

6. EVALUATION OF THE FOREIGN LANGUAGE PROGRAM AND STUDENT PROGRESS

When asked if they were satisfied with their present program, the teachers on the traditional scheduling answered in the following way: nine said yes, thirteen said no, and six were neutral. Of these teachers, fifteen thought they would prefer the flexible scheduling, one said he would not, and twelve had no opinion. The teachers in the flexibly scheduled schools when asked if they were satisfied, answered in the following way: eight were satisfied, ten were not, and one was neutral. Asked if they preferred it to the traditional scheduling: fourteen said yes, three said no, and two were undecided. Although the teachers are not yet satisfied with the flexible scheduling, very few of them would want to return to a traditional schedule. They see the possibilities for improvement in their flexibly scheduled program. Improvements and change are made sometimes as often as twice a year. Schools II and III are good examples of this type of development: School III, after the first semester of its first year, completely rescheduled many of its language classes; School II, in its third year on the flexible scheduling has finally arrived at a program which satisfied almost all of the language teachers. In the traditionally scheduled schools no such dialogue and no such development exists.

The student performance is evaluated the same way in both types of schools: an arbitrary system of grading is applied to a lock-step progression through years one through four. Student progress is measured in terms of the number of years taken and not in terms of any performance criteria. This system must be changed if the concept of individualization of instruction is to take on any meaning. For if a student is to advance at his own pace, valid criteria must be developed to measure this advancement and programs must contain alternatives which reflect differential rates of progress.

7. STAFF

The flexible scheduling has little effect upon the staffing of the language classes and little effect upon the staffs' utilization of its time to date. In most high schools there is only one teacher for each language, with the possible exception of Spanish and, therefore, team teaching and similar activities are currently not considered feasible. The teachers in the flexibly scheduled school spend approximately the same amount of time in the total program (classroom laboratory, and study supervision, and scheduled conference time) as the teachers do in the traditional program. They also have approximately the same number of students. Two flexibly scheduled schools have laboratory assistants: School II has a full-time laboratory assistant; School I has a laboratory assistant for two or three modules per day. School V has a paraprofessional to aid the French teacher with her large enrollment (260 students). The teacher's pay is determined by years of experience and units of credit in all the schools. No change appears imminent in the staffing of the language program in any of the schools.

Alternatives to the present organization and use of the teaching staff are obviously needed both in the conception and assignment of professionals and in the use of technical support and clerical staff.

(b) Flexible Scheduling and Foreign Language Instruction Conference:

Discussion

The conference on flexible scheduling and the Foreign Language curriculum identified various specific areas in which further research is needed in order to make maximum use of flexible scheduling in the foreign language education. Aside from these specific recommendations concerning suggestions for research, the main views expressed by the conference may be summarized as follows:

The main goal that may be accomplished by flexible scheduling is individualization of the instructional process. This individualization can be applied to all the elements involved in instruction: the pupil, the subject, and the teacher. In the usual, non-flexible school situation the fast and the slow learner are often kept marching in lockstep in the same class. The classes in French, geography, science or what have you, meet five times a week for the same predefined period. If there are two French teachers - one very experienced and skillful and one not so experienced - in the same department, the students taught by the experienced teacher are lucky -- the ones taught by the inexperienced one, not so lucky.

Flexible scheduling - if properly used - has the potential of remedying the situation described above: It can help us to break the lockstep - it can be used to assign blocks of time to specific subjects, according to their specific requirements - and it can finally help us to distribute teaching assignments in such a way that all students, not just some, benefit maximally from the available staff resources.

The dangers inherent in the use of flexible scheduling are simply two: namely, (1) that it might be used expediently to accomplish non-instructional purposes (2) that it might be used simply because it is available and as an end in itself, without a clear definition of the specific goals which it is supposed to accomplish. It must then be emphasized that flexible scheduling is a tool (not a goal) - a tool available to us as a result of advance in technology. It happens in many cases that the technological advance precedes rather than follows the planning and research needed for its most efficient application. Thus the situation of Foreign Language education with regard to flexible scheduling resembles in some respects the one that exists with reference to the language laboratory. The technological advances in electronics have changed and are changing and improving language teaching technique. The change occurs as the result of the technological advance which precedes the development of the new curriculum and the new educational strategy.

Individualization of the instructional process through flexible scheduling must be preceded by the very essential step of defining the goals of the curriculum. If the old pattern of lockstep progression measured by exposure to semester or yearly time blocks of five hours a week is to be replaced, then the goal of instruction and the content of the curriculum can no longer be expressed in terms of such time blocks. If individualization of instruction according to subject and pupil is to take place, then "two years of Spanish" becomes a rather meaningless and vague term. Fortunately, the concept of a curriculum defined not in terms of time exposure but in terms of specific levels of proficiency is already widely accepted among language teachers (See Nelson Brooks Language and Language Learning, 2nd ed., 1965, pp.119 ff) However, more work needs to be done to apply this concept in very specific terms to the specific curricula and the specific school situation in which they are used.

Most language teachers are familiar with the old saying that the average teacher teaches the average pupil of her class: too slowly for the upper 50% and too fast for the lower 50%. Until the advent of technological advances like development of instructional resource centers, laboratories and flexible scheduling the only real remedy to this lockstep situation was completely outside the realm of the feasible and possible: namely, complete replacement of normal classroom teaching by very small group instruction - preferebly individual tutoring for each pupil. Today there are other alternatives which are based on one simple assumption, namely that a careful study of the curriculum and of the learning tasks required of the pupil allows us to determine just what parts of the instructional program can be undertaken by the pupil working alone, what parts need small group instruction and what activities are such that the size of the group in which they are presented is not relevant. One of the major problems connected with the introduction of flexible scheduling to the foreign language curriculum is that no such systematic analysis of the foreign language curriculum has been undertaken. With the possible exception of a few experimental programs (in e.g., A. Valdman "Towards Self-Instruction in Foreign Language Learning," IRAL II (1964), 1 - 37) there are no instructional materials specifically designed in such a way that they differentiate between individual and small or large group activities.

Much of language learning requires direct interaction between pupil and teacher and the possibility to confirm and reinforce correct responses made by the pupil - in other words control over the individual response. The group small enough to allow the teacher to maintain control over individual responses seems to be the one desired by most language teachers. It represents the classroom situation for which most of the current teaching materials are designed. As far as an individual task performed by the pupil alone is concerned, the currently used teaching materials seem to envisage it primarily as a kind of "overlearning" activity taking place in the laboratory. There seems to be ample evidence to indicate that this view of the role of individualized learning and of the language laboratory is not particularly fruitful because it turns individualized learning and the utilization of the language lab into a rather boring, uninspiring and perhaps even distasteful task. As far as a large group activity is concerned, the present teaching materials have not even attempted to identify activities in which group size no longer matters. Small wonder then that foreign language teachers are most puzzled by the problem involved in the use of the large group, and tend to resist the use of large groups and advocate the small group (for which the materials are, of course, designed in the first place).

Activities appropirate for the large group need to be identified and subjected to research. In considering the problem of large group instruction, some simple facts must be kept in mind: (1) Large group instruction may give pupils contact with highly qualified members of a teaching staff, whom otherwise, they might never meet; and (2) No one knows for sure at what class size the advantage of the small group disappears -- in other words, at what class size the teacher is no longer capable of having control over the individual responses of the pupil. Obviously the exact nature of the activity and skill of the teacher will have a major influence in determining just what the feasible size of the "small group" might be. However, many of the foreign language classrooms containing thirty to forty pupils are presently conducted with materials designed for small groups under the implicit assumption that they are "small groups." There is a clear indication that the advantages of the small group are most likely lost long before the number of pupils reaches thirty-five. The systematic introduction of large groups and large group activities may then finally enable us to bring the advantage of the small group to bear in a situation where otherwise small group instruction may not be possible at all.

The utilization of individual, independent learning and of the laboratory for the purpose of "overlearning" material that is already familiar must be thoroughly reviewed and reconsidered. If individualized learning and the language laboratory are to play a vital part in the language curriculum, they must assume a genuine teaching function instead of, or at least in addition to, that of overlearning and review. There are already numerous programmed self-instructional courses in foreign language in existance (see the list published by the Clearing House for Self-Instructional Language Materials, Center of Applied Linguistics, February, 1965). Further experimentation with those programs, developments of new ones specifically designed for the high school curriculum, is one of the most imperative tasks in curriculum development. There seems to be some indication that a totally self-instructional programmed language course may be neither feasible nor necessary but that at least large features of the curriculum can be presented in programmed form, freeing the teacher for activities performed best in the small or large group. Thus programmed instruction alternating with small groups conferences (to which the pupil is assigned according to his individual progress) may indeed be one of the most promising ways of breaking the lockstep without significant increase in instructional costs (see A.Valdman"How Do We Break the Lockstep?" Audio-Visual Instruction VII 1962).

Even before awaiting the development of programmed or partially programmed curricula, flexible scheduling should be utilized to assign the pupils to groups according to achievement criteria. The existing general practice is to evaluate the student's performance on a fairly continuous basis through weekly quizzes, but to make decisions based on the pupil's achievement only at the end of the semester, when it becomes necessary to either pass or fail the pupil. In no subject is this practice more obviously faulty and unjust than in foreign lagnuage. Perhaps in no other subject is the work done in the third and fourth month of instruction more directly based on the foundation laid in the first two months. To let the pupil who has not achieved reasonable mastery of the material covered in the first six to eight weeks go on in the course makes little sense. As every experienced language teacher knows, the chances that the pupil who does not have the foundations will catch up and at the same time learn the new material are practically nil. Thus, every effort should be made to establish achievement criteria not just for the end of the semester, but at more frequent time intervals (perhaps six to eight weeks) and recycle those students who do not achieve the performance level required for continuation.

Perhaps the most important and immediate contribution which flexible scheduling can make lies in the possibility of arranging the curriculum to fit the needs of various subjects and breaking the five-hour-per-week pattern indiscriminately applied to all subjects, at all levels. Whether foreign languages at all levels of the curriculum are taught best through an exposure of five hours per week is, to say the least, a doubtful proposition. Research would be needed to determine the best possible patterns of allotment of time at various levels. From what we know about the nature of skill learning, it seems at least reasonable to assume that in the beginning levels of the foreign language curriculum, during the acquisition of the basic skills, massive practice and with it more concentrated contact with the subject (e.g., individual, small and large group instruction adding up to more than five hours per week!) would be needed. During the later levels involving study of literary works, writing of compositions, etc., the total amount of contact per week could very well be diminished. This is also the assumption reflected in many foreign language curricula in many foreign countries which follow a pattern of diminishing contact as the curriculum progresses. American language teachers who sometimes enviously read the reports concerning six-or eight-year foreign language curricula abroad, often do not realize that these curricula are not based on time allotments which give the same time to every subject every year. Most of these curricula in the secondary school programs in Germany and France are in fact "flexible," but the flexibility applies typically to the requirements of the subject rather than those of the pupil. Flexible scheduling in the sense in which it is discussed here, can enable us to match the needs of the subject to those of the individual pupil and achieve flexibility for both.

One of the very real problems in foreign language education is the high number of so-called "Foreign language dropouts:" in other words, the curriculum is designed as a three to four level experience, but a large number of pupils never proceed beyond the first or second level. There are many reasons for the "foreign language dropout rate" and not all can be discussed in this context, but there are some on which flexible scheduling can have a definite influence. If, for instance, the pupil drops out because the third or fourth level of the curriculum has a very specific literary or academic orientation which has no appeal to his specific needs or interests, then flexible scheduling can be used to offer language instruction with a specific practical or business goal. In many cases, the dropout may simply occur because the foreign language course conflicts with other courses and the schedule. Effective use of flexible scheduling can prevent this kind of conflict (see Almon Hoye, "Can Flexible Scheduling Affect Foreign Language Enrollments," Minnesota Foreign Language Bulletin, May, 1966). Another problem with which flexible scheduling can deal effectively is connected with the present trend toward the early start in foreign language. The result of the early start, is, of course, that an ever-increasing number of pupils is likely to reach third or even fourth level proficiency by the time they reach the tenth or eleventh grade in high school. At that particular point a system of rigid scheduling leaves them with the choice of either continuing the foreign language into a fourth or fifth level with a five hours per week exposure - or of dropping it. If they want to continue the study of the foreign language started in the earlier grades and begin learning a second foreign language, a ten-hour time block must be set aside for foreign language -- a situation which in many cases turns out to be neither feasible nor necessarily desirable. Flexible scheduling makes it possible to offer a maintenance contact with the language which he has already learned to the pupil whose main interest is either not foreign language or who wishes to study another foreign language. This maintenance contact (e.g., weekly conversation groups, informal discussions with the teacher, etc.) for which specific curriculum patterns need to be designed, may take only one to three hours of the pupil's scheduled time but be sufficient to keep the pupil's interest and proficiency alive.

Even the most experienced teacher,working with rigid scheduling within a fixed time block for every pupil cannot provide flexibility for the individual, but he can provide a great deal of flexibility in the sense that he can adopt his instructional strategy to the exigencies of the moment. He can react immediately to the feedback received from the pupils' response. In the classroom type laboratory he can even switch from laboratory and individualized instruction and back whenever he feels it is necessary to change the mode of instruction. The experienced teacher is indeed one of the most flexible educational instruments that have ever been devised. The highly experienced, qualified teacher is also by no means the most typical teacher. If all foreign language teaching could be done by highly qualified, flexible personnel, then flexible scheduling may indeed lose at least some of its potential advantages; but the language department made up entirely of highly qualified teachers is probably very rare. At any rate, it is and ought to be very expensive. A more realistic view of the situation in the typical school is based on the assumption that there will be differences in the competencies of the staff -- some teachers may speak the language they teach with native or near native competency, while the forte of others may be insight in linguistics, special clarity in the presentation of grammatical structure, understanding of a foreign culture, etc. Teachers' competencies need to be analyzed and teachers should then be used in such a way that a maximum number of pupils benefit from their special competencies. In other words, carefully planned team teaching programs can be developed and implemented with the help of flexible scheduling. In addition we can define tasks (maintenance of laboratories, monitoring of laboratory work, etc.) for which the use of experienced teachers may be quite unnecessary and uneconomical. It is thus important to determine the various tasks involved in language instruction as well as the responsibilities of various staff members in relation to those tasks. One of the important contributions of flexible scheduling is that of its potential use in bringing about differentiation in the teacher staff; senior teachers "associate" teachers, paraprofessionals, non-certificated personnel, resource people and student assistants can be assigned specific activities in such a way that maximum economy can be combined with maximum efficiency. There is no doubt that this kind of instructional program needs a great deal of planning. Especially the experienced teacher who could teach "flexibly" by himself within the rigid time pattern allotted without the introduction of staff differentiation, may resent the amount of time spent in the planning of a team teaching operation. The very same experienced teacher should also be the one to realize that the flexible team approach which takes cognizance of differentiation of the staff does give him the opportunity to make an impact on a larger number of pupils. It goes without saying that making this wider impact should be accompanied by an official recognition of special competence in terms of title as well as financial reward.

5. Summary and Conclusion

The flexible scheduling enables one to experiment with the various elements of the language program in order to consider alternate use of these elements. However, its potential is as yet largely untapped.

The conference on flexible scheduling of teaching identified four facets which when further developed with the help of flexible scheduling promise to bring about significant improvement in Foreign Language Education: individualization of instruction, the language laboratory and its use, large group instruction, and the differentiation of teaching staff.

Individualization of Instruction: The conference identified the need to develop alternatives to provide for the recycling of students as their achievement falls behind or exceeds that of the group with which they are placed. Various methods of pacing, i.e., automatic pacing (delaying advanced students until the others catch up) as compared with individual pacing (where students proceed at their own unique learning rate) need to be tried and compared. It was recommended that attention be given to continued development and experimentation with programmed materials to allow for individual pacing. Programmed materials become expecially important in relation to the language laboratory.

Language Laboratory: It was the consensus of the conference that the language laboratory is at present being very poorly used. The conference recommended experimentation with the use of the open laboratory. What size laboratory is needed for efficient use? How can specific assignments be given and monitored? Who should be in charge of the lab and what other staff should be present or available? It is recommended that foreign language teachers develop and experiment with materials which allow the laboratory to assume a genuine teaching function (rather than the sole function of providing for over-learning). A variety of the laboratory's use should be investigated thoroughly, i.e., optimal percentage of total contact time for laboratory work, the effect of various materials, goals most appropriate for language laboratory instruction, most efficient combination of the use of the laboratory in combination with different types of teaching staff.

Large Group: The conference felt that the large group had great time-saving potential. There was also great danger of it becoming only an expedient. It was pointed out that its use at the present time was the most seriously questioned of any element in the language program, and it needs serious investigation. The large group at present does not provide an opportunity to monitor student responses. Activities in the large group should be highly motivating. It was felt that there is a definite need to determine what activities and behaviors are best suited to the large group. Large group instruction could be used under three different circumstances: (1) where it is an effective mode of instruction, (2) where it is as effective but more efficient in staff use or in time required, or (3) where it makes possible instructional activities not otherwise feasible.

Pacing and Time Patterns: The possibility to individualize the pace of the foreign language learning is a unique characteristic of flexible scheduling. It was felt that a variety of methods of pacing should be tried and compared under a flexible schedule to determine the optimal type of program. Not only are new types of pacing required, but also a more economical distribution of exposure time should be determined. How concentrated a program is deariable in the initial levels of a language program? In the later levels? What is the minimum maintenance dosage level? It was recommended that experimental courses based upon various time patterns be developed.

The Differentiated Teaching Staff: The conference unanimously recommended that priority should be given to the development of various staffing patterns. Teacher responsibilities should be differentiated qualitatively as well as experientially. The appropriate spheres of activity and responsibility need to be determined for such various staff members as senior teachers, associate teachers, paraprofessionals, non-certified (or uncertified) personnel, resource people and student assistants.

APPENDIX A: Case Studies

School A

Grades 9 - 12) - traditional. Enrollment: 1830. Estimated socio-economic level of school: mixed middle-class, some upper class. Percentage going on to post-high school education: 70%. Percentage of student body enrolled in foreign language: 60%.

Enrollment by language and level:
French: I - 4 sections - 117; II - 4 sections - 116; III - 2 sections - 55 IV - 1 section - 14
Spanish: I - 8 sections - 265; II - 6 sections - 188; III - 3 sections - 94; IV - 1 section - 27
German: I - 3 sections - 101; II - 3 sections - 52; III - 1 section - 29; IV - 1 section - 12
Latin: I - 2 sections - 61; II - 2 sections - 42; III - 1 section - 19

Student/teacher ratio of school: less than 30/1. Student/section ratio of language program: 28.3/1. Number of language teachers: 7 full-time (5 sections/day), 1-4 sections, 1-3 sections.

Schedule: There is no variation in the schedule. Classes meet 50 minutes, 5 days/week. There is a portable laboratory which teachers feel has minimum value. It is used for reinforcement of class work by those who use it, 1-2 times a week for 20 minutes during class. The teachers feel that they have inadequate laboratory materials.

Materials: All texts are traditional grammar-translation, except German I A-LM. Most teachers supplement the traditional texts with oral work.

Of the nine teacher interviewed, one was satisfied with the present program, six were not, and two were neutral. The major problems were the inefficient lab and the lack of opportunity for individual help.
Four of the teacher had no opinion of the flexible schedule, five, however, thought they would prefer it to the present situation. The major advantage, they felt, would be the increased possibilities for independent help and individualization of instruction and most efficient use of student and teacher time. The major problem foreseen in the flexible schedule was with the large group -- two saw no use for it, and two foresaw discipline problems with it.

Future plans: There are no plans for change in schedule in the near future. However, next year there will be a pilot program in Spanish. All level I classes will be scheduled at the same time. After 3 or 4 weeks, the students will be grouped by performance, with subsequent re-evaluations and regroupings every 3 or 4 weeks.

Of the 18 students interviewed, 17 said they enjoyed the language class they were enrolled in, and one said he did not. Most of their likes were in the area of classroom activities, such a reading, and the presentation of cultural materials. Their major complaint was that the classes were too large. They suggested improved laboratory facilities and more oral work as ways of improving the program.

School B

Grades 9 - 12) - traditional. Enrollment: 843. Estimated socio-economic level of school: wide range from deprived to upper class. Percentage going on to post-high school education: 47 %. Percentage enrolled in language program: 27.3%.

Enrollment by language and level:
French: I - 1 section - 13; II - 2 sections - 26; III - 1 section - 13; IV - 1 section - 13
Spanish: I - 1 section - 9; II - 1 section - 14; III - 1 section - 27; IV - 1 section - 4.
German: I - 1 section - 25; II - 1 section - 14; III - 1 section - 7
Latin: I - 2 sections - 17; II - 1 section - 7; III - 1 section - 5.
Russian: I - 1 section - 16; II - 1 section 9; III - 1 section - 7; IV - 1 section - 3.

Student/teacher ratio of school: 20.2/1. Student/section ratio of language program: 12.8/1. Number of language teachers: 1 full-time, 4 part-time (3 sections).

Schedule: There is no variation in the schedule: classes meet five times/weekly for 55 minutes. Russian IV is on independent study. The lab is used as a classroom and is therefore not available for use by the other languages.

Materials: Audio-visual, except for Latin and Russian.

Of the five teachers interviewed, all five are satisfied with the present program. There are, however, problems in the areas of student time for preparation and individual help. Levels III and IV are combined into one class in Spanish as are levels II and III in Latin. The school willl adopt a flexible schedule next year and all the language teachers are looking forward to it. They see advantages in the increased opportunity for individual help, greater access to the laboratory and the scheduling of shorter classes for the beginning levels.

Future plans: The planned schedules for next year are as follows: Levels I-II; medium group, 4x2 mods; lab, not yet decided, but most likely, 2x1 mod. Levels III-IV: medium group, 3x3 mods; probably lab schedule, 1x1 mod. Upper level courses with small enrollments will be scheduled on independent study. There will be no large groups.

Of the twenty student interviewed, 15 said they enjoyed the language classes they were enrolled in, two said they did not enjoy the class, and three were neutral. The aspects they enjoyed were related to classroom activities such as oral work or cultural material, and they had little to say about the actual schedule. However, several did mention that the program could be improved in the following ways: shorter periods, fewer meetings per week, more independent work, and more variety, especially in the lab. Most of the students thought they would like the flexible schedule. They felt it would give more variety to the class, give the students more freedom, and allow a student to devote more time to the subject.

School C

Grades 9 - 12) - traditional. Enrollment: 1800. Estimated socio-economic level of school: heterogeneous from upper-lower to upper-middle class. Percentage going on to post-high school education: 50%. Percentage enrolled in foreign language program: 23.7% (420).

Enrollment by language and level:
French: I - 2 sections - 62; II - 2 sections - 40; III - 1 section - 15; IV - 1 section - 5.
Spanish: I - 3 sections - 85; II - 1 section - 36; III - 1 section - 12; IV - 1 section 10
German: I - 2 sections - 62; II - 2 sections - 41; III - 1 section - 7; IV 1 sections -1.
Latin: I - 2 sections - 28; II - 1 section - 14.

Students/teacher ratio of school: 26.5/1 (includes library staff, special education teacher, activity director, and some counselors). Student/section ratio of language program: 20/1. Number of language teachers: 3 full-time (6x53 min. period/day), 1 intern half-time.

Schedule: No variation in the schedule exists. The language teacher teaches six hours per day. (The teachers were given a choice between five hours of class/day and 3rd and 4th years combined or 6 hours of class/day and no combined classes.) A portable lab exists, but it is used chiefly by one teacher, the other teachers use films, tape-recorders and records in class.

Materials: Latin uses traditional materials, all other languages use an a-l method for two years (first and second, first and fourth, or third and fourth) and a traditional method for the other two years. The school system is in the process of changing to an a-l method.

One teacher was satisfied with the program as it stands, one was not sure, and two were not satisfied with the present program. The chief problem is insufficient materials and facilities, especially for the lab. Other problems include lack of time for preparation of materials, no real opportunity for individualization, period length too long for concentrated study.

This school had been seriously considering the flexible schedule two or three years ago, but it became involved with another program and did not introduce the flexible schedule. All the language teachers have been at the school less than two years and have not given much thought to flexible scheduling. They did mention that the shorter period would be more conducive to concentrated study, that the large group would be a valuable device for presenting cultural material, and generally in reducing duplication of work; that it would be easier to individualize instruction, and that the students would not feel in a rut since the classes would be varied.

Major problems in the flexible schedule as seen by these teachers are that the large group may become inflexible if it meets once a week, and that the teacher will have more planning problems than on a traditional schedule.

School C (continued)

Future plans: Since the teachers are all new to the school, they have no knowledge of any future plans for the language department.

Of the twenty students interviewed, 18 said they enjoyed the class they were enrolled in, and two said they did not. Their likes were mostly in the area of classroom activities, such as games, songs, cultural materials and oral work. They said they did not like such things as large classes and repetitious drills, and felt the program would be improved by longer classes, smaller classes and more oral work. Of the students who had heard of flexible scheduling, 9 thought it would be good for variety in the schedule and would give the student more free time, and 4 felt that it would not be good because the students would waste their free time.

School D

Grades 9 - 12 - traditional. Enrollment: 1452. Estimated socio-economic level of the school: homogeneous middle class. Percentage going on to post-high school education: 60%. Percentage enrolled in foreign language program: 34% (498).

Enrollment by language and level:

French: I - 2 sections - 49; II - 2 sections - 48; III - 1 section - 20; IV - 1 section - 14.
Spanish: I - 5 sections - 167; II - 3 sections - 81; III - 1 section (w/IV) 22; IV - 6
German: I - 2 sections - 39; II - 1 section - 25; III - 1 section (wIV) 24; IV - 3.

Students/section in school: 32.5/1; student/section ratio in language program: 26.2/1. Number of language teachers: 3 full-time (5x50 min. per/day).

Schedule: No variation in the schedule exists. All classes meet five days a week for 50 minutes. There is no language laboratory, although they did use one for one year with the period one hour in length once a week. The laboratory was continuously vandalized so that it was no longer practical to maintain it. Two of the five teachers feel that the laboratory has little value, that the students waste their time, or that just as many bad habits are reinforced as good ones.

Materials: Traditional grammar-translation method, with the two Spanish teachers, native speakers, supplementing the class work with oral work.

Of the five teachers interviewed, three are satisfied with the program as it is now, and two are not. The major problems are inadequate facilities and insufficient materials. In Spanish and German the third and fourth years must meet together, which causes problems for the teachers, and the Spanish I classes are rather large (up to 35 students per class). All the teachers would like to have more oral work in the class, which would mean adopting new materials. The teachers also feel they have insufficient time for planning and preparation.

None of the teachers has thought much about a flexible schedule; two think they would prefer it to the traditional. They feel the flexible schedule would give the teacher more time for planning, greater opportunity for individualization of instruction, and the possibility to develop a schedule better suited to the needs of the language and teacher. The remaining three teachers have no opinion although they think that the above advantages are certainly possible. Problems with the flexible scheduling were foreseen in the areas of student control and lesson planning. There is also a danger, they think, of losing continuity if the classes do not meet every day.

Future plans: The plans of this school are generally quite unsettled. The district recently lost a school tax election and so a strong possibility exists that school expenditures will be cut. Several of the teachers want to introduce new materials which stress oral work in languages.

Of the 20 students interviewed, sixteen said they were satisfied with the program and four said they were not. Four of the students mentioned specifically that they liked the amount of grammar they receive, but eight also suggested more oral work as a way to improve the program. Only five had ever heard of flexible scheduling. They thought it would be a good idea, but they did not know exactly how it would benefit the foreign language program.

School E

Grades 7 - 9 - traditional. Enrollment: 1050. Estimated socio-economic level of school: middle and upper-middle class. Percentage going on to post-high school education: 64%. Percentage enrolled in language program: 81%.

Enrollment by language and level:
French: I - 4 sections - 121; II - 4 sections - 108; III - 3 sections - 53
Spanish: I - 7 sections - 226; II - 5 sections - 143; III- 3 sections - 90
Russian: I - 4 sections - 86

Student/teacher ratio of school: 26/1; student/section ratio of language program: 28.5/1
Number of language teachers: 5 full-time (5 sections, 1 part-time (4 sections).

Schedule: There is no variation in the schedule. Classes meet 5 times weekly for 50 minutes. There is a lab which the teachers use occasionally for 20-30 minutes during regular class time.

Materials: Audio-visual

The school will adopt a flexible schedule next year and the teachers are looking forward to it. The major problems with the present schedule are: classes too large, periods too long, difficulty with individualization of instruction. The teachers feel the advantages of the flexible schedule will be: possibilities for individualization, economical use of teacher time, smaller classes, shorter periods.

Future plans: The language classes will have the following weekly schedule:
large group, 1x1 mod; med group, 1x1 mod; small group, 3x1 mod
large group, 1x1 mod; med group, 1x1 mod; small group, 4x1 mod
large group, 1x1 mod; med group, 2x1 mod; small group, 3x1 mod

The lab schedule will be independent of class, and attendance will probably be required once or twice a week. They hope to have a full-time laboratory assistant.

Of the nineteen students interviewed, 14 said they enjoyed the language class they were enrolled in, 2 said they did not, and 3 were neutral. The aspects of the program which the students disliked were the following: classes too large, repetition of material boring, not enough grammar presented. Most studentsagreed that the flexible schedule approach would give the class more variety, and would give them a better opportunity for individual help and more free time. They also foresaw difficulties in adjusting to this free time.

School I
Grades 9 - 12 - third year flexible. Enrollment: 1290. Estimated socio-economic level of school: middle-upper class, middle class community. Percentage going on to post-high school education: 70-80%. Percentage enrolled in language program: 46%.

Enrollment by language and level:
French: I - 1 section - 30; II - 2 sections - 50; III - 1 section - 20; IV - 1 section - 6
Spanish: I - 5 sections - 151; II - 9 sections - 215; III - 1 section - 21; IV - 1 section - 10
German: I - 2 sections - 56; II - 1 section - 27; II-III-IV - 1 section - 6
Latin: I - 1 section - 16; II - 1 section - 22; III- IV - 1 section - 13

Student/ teacher ratio of school: 24.5/1; student section ratio of language program: 22.9/1. Number of language teachers: 5 full-time.

Schedule: (Mod = 18 minutes) Levels I-II 2x2 mods, 2x3 mods, lab 5x1 mod (German I-II lab 2x2 mods). Levels III-IV 3x2 mods, 2x3 mods, no lab (Spanish III lab 3x1 mod; Spanish IV, 4x3 mods, lab, 2x1 mod). German II- III - IV, independent study. Latin all levels, 3x2 mods, 2x3 mods, . All classes are of medium or small size.

Materials: A - LM materials, direct method.

All five teachers interviewed were dissatisfied with the program. The major problems were: not enough class time, classes not scheduled every day, not enough contact with slow or non-achieving students, no pattern to the schedule, computer problems such as the splitting of a section between two teachers, and the enrollment of students into languages they do not wish to take.

Two of the teachers preferred the flexible schedule to the traditional, and three did not. The three felt the schedule was a burden to the language department; that the benefits to other departments were bought at the expense of the language department.

Future plans: The teachers have requested the following schedule for next year: Levels I-II; 5x3 mods; lab 5x1 mod. Levels III-IV, 4x3 mods, or 3x3 mods, 2x2 mods. The lab schedule is not yet decided. All classes will be medium groups.

Of the twenty students interviewed, 18 said they enjoyed the language classes and two were neutral. They liked such things as the variety of the schedule and the free time. Of the nine who had studied languages both on the traditional and the flexible schedule, 6 though they learned more on the flexible schedule and 3 thought they learned the same. There was not much they disliked about the program, although those involved in the split classses were dissatisfied, and several metnioned they did not like the lab.

School II

Grades 9 - 12 = third year flexible. Enrollment: 2178. Estimated socio-economic level of school: lower to upper-middle class, majority upper-lower and lower-middle. Percentage going on to post-high school education: 50%. Percentage enrolled in language program and enrollment by language and level: data not complete. Languages offered in school: Spanish, French, German, Latin and Russian.

Student/teacher ratio of school: 26.5/1
Number of language teachers: data incomplete

Schedule: (Mod - 21 minutes) Levels I- II: large group, 1x2 mods; medium group, 4x2 mods (classes scheduled on only 4 days of the week, i.e., on one day both a large group and a medium group meet); lab, 2x1 mod, (each student has a teacher conference once a week). LevelIII: Large group, 1x3 mods; small, 3x2 mods; lab, 1x1 mod. Level IV: small group, 4x2 mods; lab, 2x1 mod.

Materials: Audio-lingual.

All three of the teachers interviewed were satisfied with the present program. The only aspect of the program they considered to be a problem is the scheduling of the large group on the same day as a medium group. They felt the major advantages of the schedule were the variety, the chance for student conferences during school, and the ability to use the lab more and with proper period length.

Future plans: School II plans very few changes. They hope to get a five-day schedule and to make the lab more available to the student for independent use.

Of the twenty students interviewed, 17 said they enjoyed the language class they were enrolled in, and 3 were neutral. The students mentioned the following as things they liked about the program: variety, teacher conferences, small classes, free time, and lab. The only comlplaints registered were that the large group and the lab were boring, and that classes did not meet every day. Of the 6 students who had also studied language on a traditional schedule, one thought he learned more on the flexible schedule, three thought they learned the same, and two thought they learned less.

School III

Grades 9 - 12 - first year flexible. Enrollment: 803. Estimated socio-economic level of school: mixed 27% military, middle and upper-middle class community. Percentage going on to post-high school education: 60%. Percentage enrolled in language program: 45.8%.

Enrollment by language and level:
French: I - 2 sections - 37; II - 1 section - 22; III-IV - 6
Spanish: I - 3 sections - 90; II- 4 sections - 90; III - 1 section - 28; IV - 2
German: I - 2 sections - 30; II-III - 2
Latin: data incomplete; II - 1 section - 27; III - 1 section - 26.

Student/teacher ratio of school: 32/1; student/section ratio of language program: 23/1
Number of language teachers: 2 part-time, 2 full-time.

Schedule: (Mod = 27 minutes) Levels I-II, large group, 1x2 mods; small group, 3x2 mods; lab, 1x2 mods. (French I, small group 5x2 mods, no lab). Levels III-IV, medium group, 4x2 mods, no lab (German II-III independent study).

Materials: traditional grammar-translation with oral supplements. Spanish: audio-lingual.

Of the four teachers interviewed, 2 were satisfied with the program, one was not, and one was uncertain. The major problems were not enough time in class, scheduling problems or conflicts, insufficient facilities and not enough teachers.

Three of the teachers preferred the schedule to the traditional and one was uncertain. The advantages they felt were student and teacher free time, the variety in the schedule and the fact that the lab was more available.

Future plans: The teachers would like to have more class time per week with classes meeting every day. They are also going to eliminate the large group. More materials for the lab and the resource center will be acquired.

Of the nineteen students interviewed, 15 said they enjoyed the language class they were in, one said he did not, and two were neutral. They think they liked the variety, the free time, and increased teacher contact, and the shorter classes. Of the 19 who had also studied language on a traditional schedule, 11 thought they were learning more, one thought he was learning less, and 7 saw no difference. The students did not have many specific dislikes about the schedule. A few mentioned the period length, 2 mods too short, 3 mods too long, and the large group was mentioned as being boring. Scheduling conflicts were also mentioned as problems.

School IV

Grades 9 - 11 - new school, next year will be its first graduating class; first year flexible. Enrollment: 2300. Estimated socio-economic level of school; 15% upper lower class, the rest lower-middle to middle class. Percentage enrolled in language program: 30%.

Enrollment by language and level:
French: I - 102, II - 92; III - 11
Spanish: I - 9 sections - 249, II - 3 sections - 116; III- 1 section - 19
German: I - 94, II - 9
Latin: I - 65; II - 14

Student/teacher ratio of school: 25/1. Number of language teachers: 3 full-time, 2 part-time.

Schedule: (Mod = 20 minutes) Span I-II large group, 1x2 mods; medium group, 1x2 mods; small group, 2x2 mods. Also: large group, 1x2 mods, medium group 3x2 mods; Span III: small group, 1x2 mods, 2x3 mods; Ger. I; large group, 1x3 mods; medium group, 3x2 mods; Ger.II: small group, 3x3 mods; Fr. I: large group, 2x2 mods; medium group, 3x2 mods. Also: large group, 3x2 mods; small group, 1x3 mods, Fr. II: large group, 1x2 mods; medium group, 2x2 mods; small group, 1x2 mods. Fr.III: same as Span III. Lat. I: large group, 1x3 mods; medium group, 2x2 mods; small group, 1x2 mods. Lat II: same as Ger. II. All classes have back-scheduling of two to three mods a week. There is no laboratory.

Materials: Audio-lingual, except for Latin.

Of the five teachers, 3 reported they were not satisfied with the present program, one was not sure, and one was satisfied. The major problems were the lack of lab, too many students, not enough class time, i.e., classes too short and classes not meeting every day, large group instruction, and the difficulty of individualizing instruction.

Four of the teachers preferred the flexible schedule to the traditional one and one was neutral. They felt the advantages of the flexible schedule were increased free time for the teacher and student, small groups, and increased student interest.

Future plans: All languages will be scheduled in the following way: large group, 1x2 mods; medium group, 2x2 mods; small groups, 1x2 mods. Three dial labs will also be installed and there will probably be 4 to 5 one-mod lab periods scheduled per week.

Of the nineteen students interviewed, 16 said they liked the language class they were enrolled in, two said they did not like it, and one was neutral. They liked such things as the individual help, and variety of the schedule, the fact that classes did not meet every day, and the increased free time. They suggested the following improvements: more independent study, more class time, installation of lab, and the elimination of the large group. Of the 13 students who had also studied language on a traditional schedule, only two thought they were learning the language less well on the flexible schedule.

School V

Grades 7 - 9 - second year flexible. Enrollment: 1000, Estimated socio-economic level of school: low-income homes, subsidized housing projects. 40% turnover. Percentage going on to post-high school education: data incomplete. Percentage enrolled in language program: 31.7%.

Enrollment by language and level:
French: I - 3 sections - 90; II - 1 section - 35; III - 1 section - 22.
Spanish: I - 3 sections - 110; II - 1 section - 30; III - 1 section - 30

Student/teacher ratio of school: 28/1. Student/section ratio of language program: 31.7/1.

Schedule: (Mod = 30 minutes) Audio-lingual

The two teachers are satisfied with the present program and prefer it to the traditional schedule. They do have problems with students being scheduled into languages they do not want and with students cutting classes. They feel the major advantages of the flexible schedule are the variety it allows, the responsibility it gives the student, and the freedom it gives the teacher in developing his program.

Future plans: The only change they will make in the next few years is the addition of an accelerated French course, 4x2 mods, for 9th graders who enter the school with no language training. This course will cover the material covered in the regular I - III sequence in one year.

Of the nineteen students interviewed, 17 said they enjoyed the language class they were enrolled in, one said he did not, and one was neutral. The aspect they enjoyed most was the oral work. They also mentioned that the shorter period eliminated boredom. They suggested the following ways in which the program could be improved: longer periods once a week, smaller classes, more cultural material in the resource center, and more grammar explanations in class.

APPENDIX B

A PARTIAL List of Criteria and Content for Large Group Activities

Criteria:

1. The activities cannot be too tightly structured since the ability level and proficiency level of all the students may not be the same.

2. Pin-point grading seems to be impracticable especially for beginning students if the large group activity is in the foreign language.

3. The activitiy should have high motivational power.

4. The requisite technical aids and equipment - a good quality speaker system, etc. must be available.

Behaviors:

1. Vocabulary recognition

2. Cultural insight

3. Cultural familiarity - immersion in and realization of another culture.
    - a. Movies of highly motivating value.
    - b. Programs by visiting personalities or other native speakers
      (If a program in a foreign language is good, one does not have to understand everything.)
    - c. Plays (by students of school, by foreign play groups)
    - d. Group Singing
    - e. Talent Programs
    - f. Illustrated Travellogs.
4. Motivating or exciting activities

5. Functional contact - initial contact with the foreign culture, development of attitudes toward a foreign culture

6. Listing Comprehension
   e.g., Presentation of dialogs

7. Choral-oral activity
   e.g., Practice reading - students follow teacher on a large over-head screen.

APPENDIX C

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5-1096

FLEXIBLE SCHEDULING AND FOREIGN LANGUAGE INSTRUCTION: A CONFERENCE REPORT [1]

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A. Background of the Conference

Flexible scheduling involves dividing the school day into modules instead of into periods as has traditionally been the case. A school faculty selects the length of module which is most suitable for the educational purposes which it wishes to achieve. Module length of between twenty and thirty minutes is common; and these modules are then combined so that classes of varying lengths can be established.

Just as the length of classes can be varied, so can the modes of instruction. Three primary modes of instruction are used, depending upon the type of learning situation desired. These are large group instruction for listening or viewing, small group instruction for interaction; and independent study for self-directed learning.

The lineage of flexible scheduling can be traced to the staff utilization studies of the National Association of Secondary School Principals. In recent years, however, the greatest impetus has come under the direction of Dwight Allen, Robert Bush, and Robert Oakford of Stanford University. The Stanford

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[1] The conference reported herewith formed part of Research Project ("A Survey and Investigation of Foreign Language Instruction under Conditions of Flexible Scheduling") which was performed pursuant to a contract with the Office of Education, United States Department of Health, Education and Welfare (Contract No. OE-6-14-026).

School Scheduling System which was a product of their efforts was employed for the first time four years ago. At that time four schools were scheduled; for the 1967-68 school year, approximately 100 schools will utilize the Stanford technology. It has proved to be a potent force underlying curriculum revision, and it provides for more effective utilization of the time and talents of teachers and of building facilities. It thus gives promise of reconciling economy with greater attention to the requirements of the individual student.

So far little work has been done to investigate the relationship between the potential of flexible scheduling and the inherent characteristics of a subject like Foreign Language. The authors of this article decided, therefore, to undertake a pilot-study investigating the use of flexible scheduling in Foreign Language Education. The study consisted of two parts: (1) a brief investigation of how flexible scheduling was utilized in a number of schools and a comparison of Foreign Language Education in flexible scheduled schools with Foreign Language Education in similar but traditionally scheduled schools. (2) A conference of Foreign Language educators and administrators who discussed the results of the investigation and made recommendations concerning flexible scheduling and Foreign Language teaching.

The investigation of Foreign Language instruction under conditions of flexible scheduling took a case study approach. The case study data described the foreign language program in five traditionally scheduled schools and in five flexibly scheduled schools, and to determine the influence of a flexible schedule upon the foreign language program, i. e., what problems it is creating, what problems it is solving, and what problems it is leaving unsolved.

Five of the ten participating schools had traditional schedules (some of these were considering the adoption of a flexible schedule). The five other schools in the study had a flexible schedule. The case studies focussed on seven aspects of the foreign language program:

1. scope and sequence,
2. schedule of the classes,
3. use and schedule of the language laboratory.
4. individualization of instruction,
5. materials and methods of instruction,
6. evaluation of the foreign language program and student progress, and
7. problems of staff.

Detailed reports on the case studies are available as part of the Final Report of the project (see note 1). In general, it can be said that flexible scheduling made dissappointingly little impact on Foreign Language Education. In the area of scope and sequence, articulation between elementary school and junior high or junior high and senior high school seemed to be the major problem in both flexibly and traditionally scheduled schools. While most teachers welcome the introduction of flexible scheduling and the possibility of individualization of instruction, it was also obvious that in some cases, flexible scheduling had in fact created new problems, e. g., total contact time with the language was at time reduced. The utilization of the large group in language instruction posed a problem to many teachers.
In traditionally scheduled schools the laboratory was typically used during class time. In the flexibly scheduled schools laboratory time was scheduled independently

of class time - a fact which give rise to problems of laboratory supervision and the necessity of very careful planning of laboratory work. The independently scheduled laboratory period made it also quite obvious that, for the most part at least, the laboratory materials used did not seem conducive to self study and to sustaining the students' interest during the laboratory period.

The possibility of small group meeting or individual conferences accounted for the fact that flexibly scheduled schools could offer somewhat more individualization of instruction than their traditional counterparts. In some flexibly scheduled schools upper levels of language instruction were made available to students on an individual basis. However, it was felt by most teachers that specific self instructional (or at least partially self instructional) materials would be needed in order to utilize the full potential of flexible scheduling in the area of individualization of instruction.

In the areas of methods and evaluation no real difference existed between the types of schools. In both types of schools a grading system is applied to a lock-step progression through years and student progress is measured in terms of the number of years taken and not in terms of any performance criteria. As far as utilization of staff is concerned, the flexibly scheduled schools show some indication of moving toward differentiation of staff through the introduction of laboratory assistants and hiring of para-professional assistants.

B. Summary of discussion of the Conference

The following is a brief summary of the discussions of the Conference which was held at Stanford University May 27, 28 and 29, 1966.

The conference on flexible scheduling and the Foreign Language curriculum identified various specific areas in which further research is needed in order to make maximum use of flexible scheduling in the foreign language education. Aside from these specific recommendations concerning suggestions for research, the main views expressed by the conference may be summarized as follows:

The main goal that may be accomplished by flexible scheduling is individualization of the instructional process. This individualization can be applied to all the elements involved in instruction: the pupil, the subject, and the teacher. In the usual, non-flexible school situation the fast and the slow learner are often kept marching in lockstep in the same class. The classes in French, geography, science or what have you, meet five times a week for the same predefined period. If there are two French teachers - one very experienced and skillful and one not so experienced - in the same department, the students taught by the experienced teacher are lucky -- the ones taught by the inexperienced one, not so lucky.

Flexible scheduling - if properly used - has the potential of remedying the situation described above: It can help us to break the lockstep - it can be used to assign blocks of time to specific subjects, according to their specific requirements - and it can finally help us to distribute teaching assignments in such a way that all students, not just some, benefit maximally from the available staff resources.

The dangers inherent in the use of flexible scheduling are simply two: namely, (1) that it might be used expediently to accomplish non-instructional purposes (2) that it might be used simply because it is available and as an end in itself, without a clear definition of the specific goals which it is supposed to accomplish. It must then be emphasized that flexible scheduling is a tool (not a goal) - a tool available to us as a result of advance in technology. It happens in many cases that the technological advance precedes rather than follows the planning and research needed for its most efficient application. Thus the situation of Foreign Language education with regard to flexible scheduling resembles in some respects the one that exists with reference to the language laboratory. The technological advances in electronics have changed and are changing and improving language teaching technique. The change occurs as the result of the technological advance which precedes the development of the new curriculum and the new educational strategy.

Individualization of the instructional process through flexible scheduling must be preceded by the very essential step of defining the goals of the curriculum. If the old pattern of lockstep progression measured by exposure to semester or yearly time blocks of five hours a week is to be replaced, then the goal of instruction and the content of the curriculum can no longer be expressed in terms of such time blocks. If individualization of instruction according to subject and pupil is to take place, then "two years of Spanish" becomes a rather meaningless and vague term. Fortunately, the concept of a curriculum defined not in terms of time exposure but in terms of specific levels of proficiency is already widely accepted among language teachers (See Nelson Brooks Language and Language Learning, 2nd ed., 1965, pp. 119 ff) However, more work needs to be done to apply this concept in very specific terms to the specific curricula and the specific school situation in which they are used.

Most language teachers are familiar with the old saying that the average teacher teaches the average pupil of her class: too slowly for the upper 50% and too fast for the lower 50%. Until the advent of technological advances like development of instructional resource centers, laboratories and flexible scheduling the only real remedy to this lockstep situation was completely outside the realm of the feasible and possible: namely, complete replacement of normal classroom teaching by very small group instruction - preferably individual tutoring for each pupil. Today there are other alternatives which are based on one simple assumption, namely that a careful study of the curriculum and of the learning tasks required of the pupil allows us to determine just what parts of the instructional program can be undertaken by the pupil working alone, what parts need small group instruction and what activities are such that the size of the group in which they are presented is not relevant. One of the major problems connected with the introduction of flexible scheduling to the foreign language curriculum is that no such systematic analysis of the foreign language curriculum has been undertaken. With the possible exception of a few experimental programs (in e. g., A Valdman "Towards Self-Instruction in Foreign Language Learning," IRAL 11 (1964), 1 - 37) there are no instructional materials specifically designed in such a way that they differentiate between individual and small or large group activities.

Much of the language learning requires direct interaction between pupil and teacher and the possibility to confirm and reinforce correct responses made by the pupil - in other words control over the individual response. The group small enough to allow the teacher to maintain control over individual responses seems to be one desired by most language teachers. It represents the classroom situation for which most of the current teaching materials are designed. As far as an individual task performed by the pupil alone is concerned, the currently used teaching materials seem to envisage it primarily as a kind of "overlearning" activity taking place in the laboratory. There seems to be ample evidence to indicate that this view of the role of individualized learning and of the language laboratory is not particularly fruitful because it turns individualized learning and the utilization of the language lab into a rather boring, uninspiring and perhaps even distasteful task. As far as a large group activity is concerned, the present teaching materials have not even attempted to identify activities in which group size no longer matters. Small wonder then that foreign language teachers are most puzzled by the problem involved in the use of the large group, and tend to resist the use of large groups and advocate the small group (for which the materials are, of course, designed in the first place).

Activities appropriate for the large group need to be identified and subjected to research. In considering the problem of large group instruction, some simple facts must be kept in mind: (1) Large group instruction may give pupils contact with highly qualified members of a teaching staff, whom otherwise, they might never meet; and (2) No one knows for sure at what class size the advantage of the small group disappears -- in other words, at what class size the teacher is no longer capable of having control over the individual responses of the pupil. Obviously the exact nature of the activity and skill of the teacher will have a major influence in determining just what the feasible size of the "small group" might be. However, many of the foreign language classrooms containing thirty to forty pupils are presently conducted with materials designed for small groups under the implicit assumption that they are "small groups." There is a clear indication that the advantages of the small group are most likely lost long before the number of pupils reaches thirty-five. The systematic introduction of large groups and large group activities may then finally enable us to bring the advantage of the small group to bear in a situation where otherwise small group instruction may not be possible at all.

The utilization of individual, independent learning and of the laboratory for the purpose of "overlearning" material that is already familiar must be thoroughly reviewed and reconsidered. If individualized learning and the language laboratory are to play a vital part in the language curriculum, they must assume a genuine teaching function instead of, or at least in addition to, that of overlearning and review. There are already numerous programmed self-instructional courses in foreign language in existance (see the list published by the Clearing House for Self-Instructional Language Materials, Center of Applied Linguistics, February, 1965). Further experimentation with those programs, developments of new ones specifically designed for the high school curriculum, is one of the most imperative tasks in curriculum development. There seems to be some indication that a totally self-instructional programmed language course may be neither feasible nor necessary but that at least large features of the curriculum can be presented in programmed form, freeing the teacher for activities performed best in the small or large group. Thus programmed instruction alternating with small groups conferences (to which the pupil is assigned according to his individual progress) may indeed be one of the most promising ways of breaking the lockstep without significant increase in instructional costs (see A. Valdman" How Do We Break the Lockstep?" Audio-Visual Instruction VII 1962).

Even before awaiting the development of programmed or partially programmed curricula, flexible scheduling should be utilized to assign the pupils to groups according to achievement criteria. The existing general practice is to evaluate the student's performance on a fairly continuous basis through weekly quizzes, but to make decisions based on the pupil's achievement only at the end of the semester, when it becomes necessary to either pass or fail the pupil. In no subject is this practice more obviously faulty and unjust than in foreign language. Perhaps in no other subject is the work done in the third and fourth month of instruction more directly based on the foundation laid in the first two months. To let the pupil who has not achieved reasonable mastery of the material covered in the first six to eight weeks go on in the course makes little sense. As every experienced language teacher knows, the chances that the pupil who does not have the foundations will catch up and at the same time learn the new material are practically nil. Thus, every effort should be made to establish achievement criteria not just for the end of the semester, but at more frequenttime intervals (perhaps six to eight weeks) and recycle those students who do not achieve the performance level required for continuation.

Perhaps the most important and immediate contribution which flexible scheduling can make lies in the possibility of arranging the curriculum to fit the needs of various subjects and breaking the five-hour-per-week pattern indiscriminately applied to all subjects, at all levels. Whether foreign languages at all levels of the curriculum are taught best through an exposure of five hours per week is, to say the least, a doubtful proposition. Research would be needed to determine the best possible patterns of allotment of time at various levels. From what we know about the nature of skill learning, it seems at least reasonable to assume that in the beginning levels of the foreign language curriculum, during the acquisition of the basic skills, massive practice and with it more concentrated contact with the subject (e. g., individual, small and large group instruction adding up to more than five hours per week!) would be needed. During the later levels involving study of literary works, writing of compositions, etc., the total amount of contact per week could very well be diminished. This is also the assumption reflected in many foreign language curricula in many foreign countries which follow a pattern of diminishing contact as the curriculum progresses. American language teachers who sometimes enviously read the reports concerning six-or eight-year foreign language curricula abroad, often do not realize that these curricula are not based on time allotments which give the same time to every subject every year. Most of these curricula in the secondary school programs in Germany and France are in fact "flexible," but the flexibility applies typically to the requirements of the subject rather than those of the pupil. Flexible scheduling in the sense in which it is discussed here, can enable us to match the needs of the subject to those of the individual pupil and achieve flexibility for both.

One of the very real problems in foreign language education is the high number of so-called "Foreign language dropouts:" in other words, the curriculum is designed as a three to four level experience, but a large number of pupils never proceed beyond the first or second level. There are many reasons for the "foreign language dropout rate" and not all can be discussed in this context, but there are some on which flexible scheduling can have a definite influence. If, for instance, the pupil drops out because the third or fourth level of the curriculum influence. If, for instance, the pupil drops out because the third or fourth level of the curriculum has a very specific literary or academic orientation which has no appeal to his specific needs or interests, then flexible scheduling can be used to offer language instruction with a specific practical or business goal. In many cases, the dropout may simply occur because the foreign language course conflicts with other courses and the schedule. Effective use of flexible scheduling can prevent this kind of conflict (see Almon Hoye, "Can Flexible Scheduling Affect Foreign Language Enrollments, " Minnesota Foreign Language Bulletin, May, 1966). Another problem with which flexible scheduling can deal effectively is connected with the present trend toward the early start in foreign language. The result of the early start, is, of course, that an ever-increasing number of pupils is likely to reach third or even fourth level proficiency by the time they reach the tenth or eleventh grade in high school. At that particular point a system of rigid scheduling leaves them with the choice of either continuing the foreign language system of rigid scheduling leaves them with the choice of either continuing the foreign language into a fourth or fifth level with a five hours per week exposure - or of dropping it. If they want to continue the study of the foreign language started in the earlier grades and begin learning a second foreign language, a ten-hour time block must be set aside for foreign language -- a situation which competencies of the staff -- some teachers may speak the language they teach with native or near native competency, while the forte of others may be insight in linguistics, special clarity in the presentation of grammatical structure, understanding of a foreign culture, etc. Teachers' competencies need to be analyzed and teachers should then be used in such a way that a maximum number of pupils benefit from their special competencies. In other words, carefully planned team teaching programs can be developed and implemented with the help of flexible scheduling. In addition we can define tasks (maintenance of laboratories, monitoring of laboratory work, etc.) for which the use of experienced teachers may be quite unnecessary and uneconomical. It is thus important to determine the various tasks involved in language instruction as well as the responsibilities of various staff members in relation to those tasks. One of the important contributions of flexible scheduling is that of its potential use in bringing about differentiation in the teacher staff; senior teachers, "associate" teachers, paraprofessionals, non-certificated personnel, resource people and student assistants can be assigned specific activities in such a way that maximum economy can be combined with maximum efficiency. There is no doubt that this kind of instructional program needs a great deal of planning. Especially the experienced teacher who could teach "flexibility" by himself within the rigid time pattern allotted without the introduction of staff differentiation, may resent the amount of time spent in the planning of a team teaching operation. The very same experienced teacher should also be the one to realize that the flexible team approach which takes cognizance of differentiation of the staff does give him the opportunity to in many cases turns out to be neither feasible nor necessarily desirable. Flexible scheduling makes it possible to offer a maintenance contact with the language which he has already learned to pupil whose main interest is either not foreign language or who wishes to study another foreign language. This maintenance contact (e. g. , weekly converstaion groups, informal discussions with the teacher, etc.) for which specific curriculum patterns need to be designed, may take only one to three hours of the pupil's scheduled time but be sufficient to keep the pupil's interest and proficiency alive.

Even the most experienced teacher, working with rigid scheduling within a fixed time block for every pupil cannot provide flexibility for the individual, but he can provide a great deal of flexibility in the sense that he can adopt his instructional strategy to the exigencies of the moment. He can react immediately to the feedback received from the pupil's response. In the classroom type laboratory he can even switch from laboratory and individualized instruction and back whenever he feels it is necessary to change the mode of instruction. The experienced teacher is indeed one of the most flexible educational instruments that have ever been devised. The highly experienced, qualified teacher is also by no means the most typical teacher. If all foreign language teaching could be done by highly qualified, flexible personnel, then flexible scheduling may indeed lose at least some of its potential advantages; but the language department made up entirely of highly qualified teachers is probably very rare. At any rate, it is and ought to be very expensive. A more realistic view of the situation in the typical school is based on the assumption that there will be differences in the make an impact on a larger number of pupils. It goes without saying that making this wider impact should be accompanied by an official recognition of special competence in terms of title as well as financial reward.

C. Recommendations and Suggestions of the Conference on Flexible Scheduling and Foreign Language Teaching.

1. A flexible schedule should not be adopted before the specific goals to be achieved and the alternatives in grouping arrangements and time patterns have been thoroughly discussed and understood.

2. Traditional and flexible programs should be compared for relative effectiveness and efficiency and for relative motivational and holding power; effectiveness should be analyzed in terms of various achievement scores.

3. Teacher-training programs need to be developed to acquaint foreign language teachers with the problems and potentials of self-instructional courses and the division of labor between teacher and teaching machine.

4. Behavioral objectives need to be restated and ordered, with periodic revisions based on classroom experience and research findings. Clear-cut performance criteria for achievement on various levels of the foreign language curriculums must be determined.

5. Research is needed to determine whether alternatives in time patterns change the objectives or their order in the total program.

6. Multiple levels, tracks and methodologies should be explored in order to differentiate instruction in terms of achievement of main objectives.

7. Minimum criteria for entry need to be established for each level of instruction.

8. Systematic use of a differentiated staff should be investigated, including the use of non-certificated personnel.

9. Guidelines should be established for the use of various instructional patterns in various sizes and types of instructional groups so that appropriate behavior patterns and activities may be differentiated for the large-group, small-group, laboratory, and independent study.

10. Motivational factors and appropriate activities need to identified for the large-group.

11. Research is needed to explore the precise potential of individual study and the language laboratory as the focal point for language instruction supplemented by small-group instruction for the monitoring of student progress.

12. The use of open and closed laboratories should be investigated using flexible scheduling.

13. The development and use of instructional materials (including video-tape and programmed learning programs) should be encouraged in flexible curriculums; groups of schools might cooperate in the development and initial use of such materials.

14. Alternate arrangements of time patterns should be studied in order to establish different alternatives in the spread of instructional time and the necessary amount of teacher-pupil contact time at the different levels and to delineate maintenance doses for pupils who have reached a desired proficiency level.

15. While the optimal arrangements of time patterns are subject to investigation (see 14, above) it seems, nevertheless, quite clear that the large amount of functional drill necessary for acquisition of language skills makes it inadvisable to use flexible scheduling in such a way that it results in a reduction of contact time during the first or second levels of the curriculum.

16. Alternatives in grouping arrangements should be explored along with new alternatives for the recycling of students as their achievement differs from their group norm; in other words, various types of pacing need to be tried and compared.

17. Flexible scheduling should be used to allow students to elect different types and concentrations of foreign language instruction depending upon the degree of proficiency desired as well as the students' talents and interests.

18. Differentiated language instruction should be explored in order to determine the point at which specialized study should differ in proficiency from general educational objectives.

19. Certain variables should be controlled for experimental study (e. g., the same instructional procedures tried in different group arrangements).

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5-1096

FOREIGN LANGUAGE INSTRUCTION AND THE FLEXIBLE SCHEDULE

TEN CASE STUDIES

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The case study data from ten schools reported in this conference document describes the foreign language program in five traditionally scheduled schools and in five flexibly scheduled schools. An attempt has been made to identify the problems in the traditionally scheduled schools, and to determine the influence of the flexible schedule upon the foreign language program, i.e., what problems it is creating, what problems it is solving, and what problems it is leaving unsolved. Possible solutions to some of the problems are recommended and areas in which further research is needed are identified.

Five of the ten participating schools have traditional schedules (some of these are considering the adoption of the flexible schedule). The five other schools in the study have a flexible schedule. All the schools are located in the western part of the United States. Case studies focus on seven aspects of the foreign language program:

1. scope and sequence,
2. schedule of the classes,
3. use and schedule of the language laboratory,
4. individualization of instruction,
5. materials and methods of instruction,
6. the foreign language program and student progress, and
7. staff.

Each of two research assistants visited each school. During the first visit, open-ended interviews were held with the high school principal, with as many of the foreign language teachers as possible, and with about ten students chosen randomly from all the students taking a foreign language in the school. The principal's interview was concerned with the general background of the school, the position of the school in the community, the principal's perceptions of the language department's problems and his ideas about the flexible schedule as it relates to the language program. The teachers were asked about their present program, and the students were asked about their attitude toward the foreign language classes. During the second interview the teachers were again interviewed and so were an additional ten students. The teachers were asked about their future plans for the development of the program, and their conception of the ideal language program. The students were again asked for their attitude toward the foreign language classes.

The data are summarized in two ways: they are divided according to the seven topics mentioned in the main body of the report, and each of the schools is described individually in Appendix A. These data will provide the basis for discussion at the conference to be held May 27 - 29 at Stanford. The list of participants is attached as Appendix B.

We would like to thank the following schools for their cooperation in this study: Foothill High School in Tustin, California; Golden High School in Golden, Colorado; Lincoln High School in Stockton, California; John Marshall High School in Portland, Oregon; Poway High School in Poway, California; Roosevelt High School in Portland, Oregon; Roy Martin Junior High School in Las Vegas, Nevada; Temple City High School in Temple City, California; Valley High School in Las Vegas, Nevada; and Wheat Ridge Junior High School in Golden, Colorado.

1. Scope and Sequence

The following languages and levels are offered:

Traditional Schools

A. Spanish 1-4, French 1-4, German 1-4, Latin 1-3

B. Spanish 1-4 (3 and 4 in one class), French 1-4, German 1-3, Latin 1-3, Russian 1-4.

C. Spanish 1-4, French 1-4, German 1-4, Latin 1-2.

D. Spanish 1-4 (3 and 4 in one class), French 1-4 (3 and 4 in one class), German 1-4.

E. Spanish 1-3, French 1-3, Russian 1-2.

Trend line: Spanish 1-4, French 1-4, German 1-4, Latin 1-3.

Flexible Schools

I. Spanish 1-4, French 1-4, German 1-4 (2, 3, and 4 in one class), Latin 1-4 (3 and 4 in one class).

II. (Data incomplete) Spanish 1-4, French 1-4, German 1-3, Latin 1-2, Russian.

III. Spanish 1-4, French 1-4 (3 and 4 in one class), German 1-3.

IV. Spanish 1-3, French 1-3, German 1-2, Latin 1-2.

V. Spanish 1-3, French 1-3.

Trend line: Spanish 1-4, French 1-4, German 1-3, Latin 1-2.

NOTE: The following code is used: The traditionally scheduled schools are denoted by A B C D E, the five flexibly scheduled schools by I II III IV V; E and V are junior high schools.

The number given after each language refers to the number of years that language is offered in the school. These numbers have no reference to levels of achievement, e.g., Spanish 1-3 of School I covers only Level I of the A-LM. The scope and sequence of the foreign language courses is affected very little by the introduction of a flexible schedule as can be seen by a comparison of the above data. The major criteria for determining what languages and levels are to be offered in any one school is the expected class enrollment. The schools participating in the project generally had few plans for addition or deletion of courses from their curriculum.

The major problem seems to be articulation between elementary school and junior high school and between junior high school and high school. At School B students with four levels of achievement were combined into a French I class; some students had had no French, some had had one year in the junior high school, some had had two years in the junior high school, some had had three years in the junior high school. In other cases, some students with foreign language background from the elementary school were combined with students with no previous experience in the first year of a language at the junior high school.

A possible solution to the problem of articulation seems to be the development of a performance criteria for advancement from one level to another rather than the lock-step yearly progression.

2. The Schedule

Traditional Schools

Schools A-E: trend line: class period 50-55 minutes five times per week.

Flexible Schools

School I: Module length 18 minutes. 4x3 mod., med. group/week,*

5x1 mod. laboratory/week.

Contact time:

Class - 160 minutes/wk, lab. 65 mins/wk.

Total - 225 mins/wk

School II: Module length 21 min. 4x2 mod. med. group/wk, 1x2 mod large group/wk;

4x1 mod lab/wk, 1x1 mod. conf/wk

Contact time:

Class - 185 min/wk, lab. 65 min/wk, conf. - 16 min/wk

Total - 265 min/wk

School III: Module length 27 min. 1x2 mod large group/wk, 3x2 mod. small group/wk,

1x2 mod lang. lab/wk; French: 5x2 mod. med. group/wk

Contact time:

Class - 195 min/wk, lab. 50 min/wk or 245 min/wk

Total - 245 min/wk

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* 4x3 mod. med. group/wk. This abbreviation stands for the following schedule: The classes meet 4 times for 3 modules of medium size groups per week; small group is 10-15 students; medium size group (med. groups) is 20-25 students; large group is all the students of one level (50-150); lang. lab. means language laboratory, and conf. is conference time.

School IV: Module length 20 min. -1x2 mod large group/wk, 1x2 mod. med. group/wk, 2x2 mod small group/wk, 3x1 mod back scheduling/wk*

Contact time:

Class - 160 min/wk, back scheduling - 50 min/wk

Total - 210 min/wk.

School V: Module length 30 min. 5x1 mod. med. group/wk. lang. lab. used during the class for 10 min. twice/wk.

Contact time:

Class - 125 min/wk. No lang. lab. time outside of class.

Total - 125 min/wk.

Trend line: total contact time, 210-265 min/wk, except for school V classes which generally meet 4 to 5 times per week.

When the teachers in the flexibly scheduled schools were asked: "Are you able to cover as much material on the flexible scheduling as on the traditional scheduling?" three replied yes; thirteen said no. At school II they said they covered as much material in less teacher time (three hours and twenty minutes/week), but they had an additional one hour and five minutes of laboratory time. School V has changed their general objectives so that they cover in three years only one level of material which was traditionally covered in one or one and one-half years. They feel, however, that they cover this one level better. At school I the teachers estimate that they will be one-half year behind at the end of four years. At school IV one teacher said he is covering only sixty per cent of the material that he covered with the same materials on the traditional scheduling. He has forty per cent less contact time than on the traditional scheduling and no laboratory. In school III one teacher said that the problem is caused by large enrollment rather than the scheduling. When the teachers in the flexibly scheduled schools were asked if they felt that they covered the material as well as they could have in a traditional program, ten teachers said yes, and seven teachers said no (four of the no's were from school I).

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*Back scheduling - this is supervised study time required by the State law to bring the total number of hours of the foreign language up to the State minimum.

None of the traditionally scheduled schools used large groups in the language program. Of the five flexibly scheduled schools examined, two did not use any large groups in their foreign language programs and in the other three one or two of the languages did not use the large group. Of the twenty-eight teachers from the traditionally scheduled schools, nine said it had no use, two were not sure, one said it has no use for the first year, and the remaining sixteen were not against the large group. However, they generally agreed that it could be used to best advantage only for culture presentations, e. g., films, native speakers, lectures, and for testing. A few thought it could be used for introduction of the grammar units. Two thought it could also be used for choral repetition. In the schools in which the EBF material is being used the teachers plan to use the large group to present the films.

Ten of the nineteen teachers interviewed in the flexibly scheduled schools saw no value in the large group, and one teacher saw no value for the first year. Those who used the large group, or saw value in it thought it useful mainly for culture presentations, testing, and general grammar introductions.

The percentage of teachers rejecting the large group is considerably higher among those who have had experience with it. Very few of the teachers who use it, consider it useful in the learning of the language.

The large group is not now effectively used in the foreign language program. The large group could be very valuable in saving teacher time and in reducing the class size for small group instruction. It would, therefore, be worthwhile to study such factors as teaching methods, materials and the facilities that could make the large group a valuable part of the language learning process, especially in the first two years. The presentation of culture, for which the large group is most often used now, plays a very minor role in the overall objectives of these beginning classes; so minor, in fact, that it does not warrant one period per week set aside for this purpose. Since the first and second levels of a foreign language are the only ones large enough to make the concept of large groups meaningful, new approaches and concepts are needed if this concept is to continue as an integral part of the language program.

The teachers' comments on their respective schedules.

Problems mentioned by the teachers in the traditionally scheduled schools include the following:

1. The schedule is not flexible enough (mentioned by four teachers).
2. The class is too long (mentioned by eight).
3. Classes are too large (mentioned by four).
4. No independent help is possible (mentioned by six).
5. Staff and facilities are inadequate (mentioned by three).

In the flexibly scheduled schools several problems were mentioned by the teachers:

1. Not enough time in the class per week (twelve teachers).
2. Problems with computer scheduling - the same language section is split between different teachers during the week, the student is placed in different sections during the week, several language sections for the same student are scheduled for the same day.

3. Students not in a foreign language class every day (six teachers).
4. Misuse of free time by some students (five teachers).
5. No regular pattern in the schedule (4 teachers).
6. Inadequate staff and facilities (seven teachers).

Some of the teachers on the flexible schedule see certain advantages in this schedule:

1. The possibility of variation in the schedule and the lack of monotony (nine teachers).
2. More free time for the teachers for preparation, etc. (eight teachers).
3. Higher student motivation (four teachers).
4. Availability of the language laboratory for the students' use (three teachers).

Discussion of the problems of the traditional schedule and the effect of the flexible schedule on the program.

Under the flexible schedule the possibility exists to combine the various elements of the language program, i.e., the large group, the small group, laboratory work, individual study and conference time, in a variety of ways. This type of schedule may also be revised to yield a different combination of these elements; this is impossible in the traditional program. Therefore, the problem of rigidity of the schedule may indeed by solved by the flexible schedule. However, a great deal depends upon the staff and administration of each school. At school III the foreign language program was substantially revised at the middle of the year, and at school II the foreign language program is revised each year. At school I the teachers feel that they have little to say about the schedule they receive; they feel that the schedule is forced upon them by the computer.

Another problem which can be solved by the flexible schedule, namely the problem of class length, has not yet been solved. Under a flexible schedule where classes have been shortened and daily contact has been compromised, teachers perceive a problem of insufficient class time per week.

Staff time for small classes in flexibly scheduled schools has been gained through the use of the large group, by a reduction of class time, by expanded use of the language laboratory, or by the hiring of additional teachers. As already mentioned, the large group is not used effectively by many teachers in flexibly scheduled schools, and a majority of the teachers object to the reduction of class time as presently exists in most flexibly scheduled schools. A language laboratory program has not yet been developed which is an adequate substitute. Often unrealistic staff ratios still exist in flexibly scheduled schools.

The problem of individual help is lessened to some degree by teacher-student conferences during free time under flexible schedules, but relatively little advantage is taken of this opportunity by the students. Upper division courses with small enrollments, two of which are usually combined to form one class in a traditionally scheduled school, are usually scheduled as independent study. However, the broader possibilities for individual help, i.e., individual instruction and advancement at the student's own pace at all levels of language study, have not yet been realized. These possibilities will be discussed in more detail under the section titled "Individualization of Instruction."

The flexible schedule has little effect on the adequacy of the facilities. Since the language laboratory tends to be used more extensively in the flexibly scheduled schools, inadequacies in the laboratory material and facilities become much more apparent. These problems will be discussed in greater detail under the section titled "Language Laboratory."

Student comments on their respective schedules.*

The students in the traditional program (N= 97) did not have much to say about the schedule. Eighteen to twenty students mentioned that their language program in general was boring, but this term refers both to the schedule and to the lack of variation in the classroom activities. Dissatisfaction with the period length was mentioned by ten students and the fact that the class was too large was mentioned by five students. The improvements suggested by the students for the traditional program included a change in the period length - either longer or shorter - (mentioned by 13 students), more variety in class activity or in the schedule (7).

Students in the flexibly scheduled program (N = 97) were more verbal. They like the following elements of their program:

1. Variety in the class schedule (mentioned 22 times)
2. class not every day and free time during the school day (21)
3. teacher contact outside of class (13)
4. variation in class length (14)
5. small classes (2).

The improvements suggested for the flexible schedule included: more teacher contact (10), longer period (6), class every day (4), smaller classes (4).

Of those students interviewed in the flexibly scheduled schools who had studied foreign language on a traditional and a flexible schedule (N = 51), twenty three said that they learned more on the flexible schedule, thirteen said that they learned just as much, nine felt that they learned not as much, and six students were not sure.

In summary all the students stated that they were pretty well satisfied with their program. Students on the traditional schedule did not specify what they liked about the program, although they mentioned several specific dislikes. In contrast, to this attitude, students on the flexible schedule had a great deal to state about those elements which they liked and very little to mention about things which they disliked.

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*It is difficult to interpret student comments due to the unnatural interview situation; however, the interviewers feel that the problems and attitudes expressed by only a few, may be widespread.

Future plans.

Schools A, C, and D had no plans for change within the next year ot two. The administration has considered adopting a flexible schedule, but no real plans are being made. School B will adopt a flexible schedule in the fall of 1966. The principal appears to have been the moving force in the adoption of this schedule, and the foreign language program was formulated by the teachers with his guidance. The schedule will be typically the following: first and second years, 4x2 mod., med. group/week, 2x1 mod. lab/week; third and fourth years, 3x3 mod., med. group/week, 1x1 mod. lab./week. School E will also go on a flexibly scheduled program and the principal again appears to be the leading force in the adoption of this type of schedule. All classes will be 1 module in length; the schedule / week is the following: 1 large group, 2 med. groups, 2 small groups, and one lab.

In the flexible scheduled schools, two of the three schools which still have the large group (I, III) are going to eliminate it in the next year. Two of the schools (I, III) wish to have more teaching-contact time for the language classes, and school II already has a total contact time equal to that of the traditionally scheduled schools. Two schools (I, II) want classes to meet five days a week, and one school (V) already has such a schedule in all the foreign languages. Schools III and IV are not yet certain about their schedules for the future, although in school III the French classes already meet five days a week, and it could be predicted that the remaining language classes will also adopt such a schedule.

The future plans of the flexibly scheduled schools indicate the trends which have already been alluded to:

1. the large group will be eliminated,
2. the total contact time will be increased to approximate that of traditionally scheduled schools (except in school V),
3. classes will be scheduled every day.

In short, there is teacher sentiment to return to more traditional time patterns and student sentiment which is more supportive of flexibility and continued experimental patterns.

3. The language laboratory

The language laboratory is always used during the class hour in the traditionally scheduled schools, but it is scheduled independently of the class time in flexibly scheduled schools. School IV has no language laboratory; school D had a laboratory, but it has been removed; schools A and C have only portable language laboratories; and the rest have a regular laboratory. Typical patterns of laboratory use for each school follow:

Traditional Schools :

School A: 2/week for 20-30 minutes. (The teachers have to use the laboratory on the day that they are scheduled for it, whether they are ready or not)

School B: used regularly by one language as a classroom, the equipment is used once per week for twenty minutes.

School C: used sporadically by one of the four teachers for 10-15 minutes / week.

School D: no laboratory.

School E: 2/3 week for 20 minutes.

Trend line: 2/ week for 20 minutes during the class period.

Flexible Schools:

School I 5 / week for 13 minutes (only Spanish 1,2; French 1,2; German 1).

School II: 4/week for 16 minutes (only German, French, Spanish 1 and 2; somewhat less for German, French, Spanish 3 and 4).

School III: 1/week for 50 minutes with 5-minute break (only German 1, Spanish 1 and 2.)

School IV: 2 / week for 10 minutes (during the class period).

School V: no laboratory.

Trend line: The laboratory is used more consistently here than in traditionally scheduled schools; however, only one school (II) has a well-defined laboratory program for all languages and all levels.

The uses of the laboratory are the same for both traditionally and flexibly scheduled schools:

1. reinforcement of the material presented in the class (mentioned by 20 teachers)
2. listening comprehension (mentioned by 9 teachers),
3. the opportunity to hear a variety of native speakers (4),
4. testing (2).

There are the problems mentioned most often by the teachers in reference to the language laboratory:

1. the laboratory does not work properly or is damaged extensively by the students.
2. the pupils are bored.
3. the longer periods are monotonous,
4. the teachers would like to be in the laboratory to help their students.

Several teachers said that they felt that they could help their students learn to respond more easily and pronounce better if they were able to be in the laboratory when their students were there. In all the schools where the laboratories are in use, the teachers complain that the laboratory or parts of it are generally not functioning properly. Some of the mechanical failures are caused by student vandalism. All of the schools mentioned that they had discipline problems in the laboratory and had to continually check the equipment to make sure that the students were not destroying it. In School D where the laboratory period was one hour in length, such extensive damage was done in one year that the laboratory had to be removed. Many of the teachers notice that the students become bored after 15-20 minutes of repetition and drill work. We suggest that there is a high correlation between period length, boredom, and vandalism.

Student comments on the language laboratory.

Similar comments on the laboratory were made by students from both the flexibly and traditionally scheduled schools, therefore, these data were combined.

In answer to the question: "Do you like the language laboratory?", the students (N = 75) replied:

Yes: 40 No: 22 Neutral: 13

They found the laboratory helpful in the following ways:

For pronunciation: 25
For improvement of listening comprehension: 5
For speaking: 4
For removal of inhibitions against oral responses: 4

When students were asked what they disliked about the laboratory they replied:

The repetition in the laboratory is boring: 33
The laboratory is not used enough: 9
The earphones are uncomfortable: 6
The laboratory materials are difficult to understand, and the students, therefore, did not learn much: 5
The drills did not require any thinking: 4
Better material is needed: 4
The laboratory is too impersonal: 3

Student comments highlight a conflict between student and teacher perception; teachers consider the major use of the laboratory to be reinforcement, whereas students perceive their major benefit from the laboratory to be improvement in their pronunciation. In fact, the students do not even mention the reinforcement of structure and patterns as a benefit, and their major complaint is that this repetition is boring, indicating at least a problem in communication. Severalstudent complaints are related to materials, i.e., some of the students complain they do not learn, because they do not understand the drills; other students say that the drills require no thinking; and some students mention the need for new materials. This student boredom seems to be confirmed by the destruction of the laboratory equipment. To improve laboratory instruction one must consider more carefully the objectives, resultant materials and the period length.

Another area of concern is the physical set-up of the laboratory. Since some students mentioned the fact that the laboratory is too impersonal or that the earphones hurt their ears, the construction of booths convenient for both pupil and teacher and the development of comfortable headsets seem to have priority.

Future Plans: Traditional Schools

School A plans to acquire two more portable laboratories.

School B will be going off a flexible schedule next year. Those who have planned their program state that the laboratory requirement will be twice a week for one module. The laboratory will not be used as a classroom.

School C has no future plans for the laboratory.

School D has no future plans for the laboratory.

School E will go on a flexible schedule and the laboratory requirement will be once per week for one module. The teachers would like for the laboratory to be an open laboratory. They also want more duplicate materials and equipment.

Trend line: Plans for the future use of the laboratory for traditional schools are tied to plans for a flexible schedule.

Future Plans: Flexible Schools

School I wants to have the laboratory period scheduled by the computer.

School II has no future plans to change laboratory use except to try to make it more available for the students during their free time.

School III wants more duplicate material and would like to have the language classes meet nearer to the laboratory.

School IV is going to install outlets for a dial system laboratory in three classrooms.

School V has no future plans for the laboratory.

The need to improve the laboratory has an important potential in reducing the teacher's load, i.e., by reducing class time and class size, and in its use for the individualization of instruction. Both the teacher and the student might benefit more from the laboratory, if one were able to develop materials and techniques in the laboratory that would enable the student to actually learn new material rather than just for reinforcement, listening comprehension, and pronunciation. Few schools have a well defined laboratory program; most are token programs - used to vary the class activity - meeting only once or twice a week and in some of the language classes only.

Recommendations concerning the language laboratory.

In order for the laboratory to become a vital part of the program it should occupy a significant portion of the students' contact time with the language. The consensus of the teachers interviewed is that the period should be about 20 minutes long, though there is little empirical verification for this recommendation. A daily laboratory period exposure would seem to be an ideal schedule if the goals and materials for the laboratory were changed; the language laboratory could be useful not only for reinforcement and repetition but also for initial presentation of reading, writing and structure. This would require the development of new materials; including the possibility of programmed laboratory materials.

An audio-video-taped program with concomitant work-books, i.e., a book containing exercises which would coordinate eye, hand, and ear in useful, productive activity, would perhaps increase learning and reduce boredom. Also new and varied material should be developed for the objectives for which the laboratory is presently being used: pronunciation and listening comprehension. These materials should relate to the classroom activity but not be a repetition of it. Again the material should not be strictly audio.

The teachers interviewed feel that the person in charge of the laboratory should not only be able to run the equipment, but also be able to help the students with any questions or problems which they have. Some teachers and students felt that there should be constant evaluation of the students' progress in the laboratory. Laboratory experience might well be supervised or monitored by teachers who have no responsibility for the operation of the equipment and other staffing arrangements need to be considered.

4. Individualization of Instruction.

Of the teachers interviewed (N = 47) twenty-seven think there is more opportunity for individualization of instruction with a flexible schedule. Five teachers mention that there is a greater possibility for the highly motivated student. Two think it depends on the teacher; one says it is good only for cultural material; three say there is no greater opportunity for individualization of instruction; the rest have no opinion. In view of the large majority replying yes, one would expect to see more exciting things happening in the flexibly scheduled schools than in the traditionally scheduled schools.

Methods of individualization of instruction in the traditionally scheduled schools consist of the following: extra work for brighter students (mentioned by 13 teachers), individual work after school for the slower students (17). In School B one French 1 class, composed of students with four levels of achievement, is divided into four groups, each of which alternates between independent study in the library and laboratory and work with the teacher. In School E one Spanish 3 class is divided by performance one day per week, on which day the teacher works with one group while the other is on independent study.

Similar activities are being conducted in the flexibly scheduled schools; extra work for the brighter students (mentioned by 6 teachers); conferences for the slow students held during the students' free time (6 teachers), but the students (bright and slow) do not take advantage of this opportunity (3 teachers). In the German 1 classes in School I, the slower students use the A-L M material and the faster ones use Mueller materials. Two slow students are excused from the Spanish 4 class once a week to work with the teacher. Two teachers at School I excuse bright students from the language laboratory to do supplementary reading. In School II one teacher conference per week is regularly scheduled for all beginning language students. At School IV one Spanish teacher lets all of his pupils work at their own pace (using a traditional grammar method). Whatever the potential there is very little difference between what is being done on individualization in the traditionally scheduled schools and what is being done in the flexibly scheduled schools. The flexible scheduling does have the advantage that the teacher-pupil conferences do not have to take place after school but can take place during free time. The major difference between the two types of schedules is found in a comparison of the programs of the upper levels of the language. In the traditionally scheduled schools small enrollment usually requires that the third and fourth year classes be scheduled together, while in the flexibly scheduled schools these upper levels are generally scheduled on independent study. The students are given specific assignments and have conferences with the teacher once every week or two.

Future Plans: Schools B and E will adopt a flexible schedule, so they will naturally be able to take advantage of the possibility of holding student-teacher conferences during school and of scheduling the upper levels of a language on independent study. Schools C and D will not change the present programs for individualization. School A will introduce, next year,a pilot program in the beginning Spanish courses. All the Spanish one classes will be scheduled at the same period and divided by achievement into three groups (high, average, and low). These groups will be re-evaluated and reformed, if necessary, every two or three weeks. The flexible scheduled schools have no plans for changes in their program for individualization. With the exception of the pilot program in School A, there will be no change in the type of individualization done in any of the schools. Trend line for both flexibly and traditionally scheduled schools: The bright students are given extra work, the slow students are given extra time, either in a conference period or after school. Upper levels of the language classes are usually scheduled on independent study (only in flexibly scheduled schools), no change is forseen in the near future.

A most important aspect for language programs in the flexible scheduling, i.e., the possibility for the student to advance at his own pace, is not being realized. The development of the language laboratory program would greatly aid the teacher in his attempt to individualize instruction. The establishment of a comprehensive resource center for foreign languages would create an area to which the student could go to do independent study on assigned topics. In addition to magazines and newspapers in the various languages, the resource center should also contain programmed textbooks, reference grammars, works of literature, lexicons, listening stations for tapes and records. With these resources at the teacher's disposal , a single teacher can work individually with various sub-groups of his own class while the other members of the class are either in the resource center or in the language laboratory. The possibility also exists of establishing language classes in which the students are grouped by performance if a school has several teachers in the one language, i.e. School A's pilot program. For, if one is to have several levels of performance within the context of one level of material, there must either be several teachers, as in the case of School A, or pedagogically sound teacher substitutes or supplements.

5. Materials and Method of Instruction

No matter what scheduling a school has, it is necessary for further research to be done to determine the best material and methods for the teaching of foreign languages. Eletic approaches between the extremes of a pure grammar-translation method and of a pure direct method are appearing. A general trend seems to be that the students in a strongly grammar oriented program would prefer more oral work and that students in a program which employs an audio-lingual method desire more explanation and grammar. In School D, which uses a traditional method, for example, eight students out of twenty said that they would prefer more oral work. In Schools B and E, which use an audio-visual method, fourteen out of thirty-nine students mentioned that they wanted less oral work and more explanations.

A detailed discussion of material and methods is beyond the scope of this report, however, variety and availability of material do effect the efficiency of individualization of instruction in the areas of laboratory, resource center, and the classroom, and are potential sources of leverage under a flexible schedule, i.e., with a flexible schedule a wider variety of materials is needed and more diverse resources can be utilized in a single program. There is a need to have more coordination of the materials used. They must reinforce and supplement each other without unwanted repetition.

6. Evaluation of the Foreign Language Program and Student Progress

When asked if they were satisfied with their present program, the teachers on the traditional scheduling answered in the following way: nine said yes, thirteen said no, and six were neutral. Of these teachers, fifteen thought they would prefer the flexible scheduling, one said he would not, and twelve had no opinion. The teachers in the flexibly scheduled schools when asked if they were satisfied, answered in the following way: eight were satisfied, ten were not, and one was neutral. Asked if they preferred it to the traditional scheduling: fourteen said yes, three said no, and two were undecided. Although the teachers are not yet satisfied with the flexible scheduling, very few of them would want to return to a traditional schedule. They see the possibilities for improvement in their flexibly scheduled program. Improvements and change are made sometimes as often as twice a year. Schools II and III are good examples of this type of development: School III, after the first semester of its first year, completely rescheduled many of its language classes; School II, in its third year on the flexible scheduling has finally arrived at a program which satisfied almost all of the language teachers. In the traditionally scheduled schools no such dialogue and no such development exists.

The student performance is evaluated the same way in both types of schools: an arbitrary system of grading is applied to a lock-step progression through years one through four. Student progress is measured in terms of the number of years taken and not in terms of any performance criteria. This system must be changed if the concept of individualization of instruction is to take on any meaning. For if a student is to advance at his own pace, valid criteria must be developed to measure this advancement and programs must contain alternatives which reflect differential rates of progress.

7. Staff

The flexible scheduling has little effect upon the staffing of the language classes and little effect upon the staffs' utilization of its time to date. In most high schools there is only one teacher for each language, with the possible exception of Spanish and, therefore, team teaching and similar activities are currently not considered feasible.

The teachers in the flexibly scheduled school spend approximately the same amount of time in the total program (classroom laboratory, and study supervision, and scheduled conference time) as the teachers do in the traditional program. They also have approximately the same number of students. Two flexibly scheduled schools have laboratory assistants: School II has a full-time laboratory assistant; School I has a laboratory assistant for two or three modules per day. School V has a para-professional to aid the French teacher with her large enrollment (260 students). The teacher's pay is determined by years of experience and units of credit in all the schools. No change appears imminent in the staffing of the language program in any of the schools.

Alternatives to the present organization and use of the teaching staff are obviously needed both in the conception and assignment of professionals and in the use of technical support and clerical staff.

Summary of Report

Teachers and students in the ten case study schools generally prefer the flexible scheduling to the traditional pattern despite persistent problems. However, few substantive alternatives are being developed to alleviate these problems even in flexibly scheduled schools. The major problems seem to be student exposure time to the language, uses of the large group, uses of the language laboratory and the; development of a program for the individualization of instruction. Research is needed to find uses for the large group. The relationships of students exposure time to learning needs much study. One of the least understood and poorly used aspects of the total program is the laboratory. Objectives and laboratory materials need to be changed to make the laboratory a more vital part of language learning, especially to promote the individualization of instruction. Materials for the total program, classroom materials, laboratory materials, and resource center materials - must be coordinated more effectively in flexibly scheduled programs if they are to supplement and reinforce each other. Performance criteria for each language which better facilitate individualization of instruction and articulation from grade school to junior high school to high school.

Possibilities of a differentiated teaching staff are also raised by the availability of a flexible schedule.

APPENDIX A

CASE STUDIES

School A

(9 – 12) - traditional. Enrollment: 1830. Estimated socio-economic level of school: mixed middle-class, some upper class. Percentage going on to post-high school education: 70%. Percentage of student body enrolled in foreign language: 60%.

Enrollment by language and level:
French: I - 4 sections - 117; II - 4 sections - 116; III - 2 sections - 55; IV - 1 section - 14
Spanish: I - 8 sections - 265; II - 6 sections - 188; III - 3 sections - 94; IV - 1 section-27
German: I - 3 sections - 101; II - 3 sections - 52; III - 1 section - 29; IV - 1 section -12
Latin: I - 2 sections - 61; II - 2 sections - 421 III - 1 section - 19

Student/teacher ratio of school: less than 30/1. Student/section ratio of language program: 28. 3/1. Number of language teachers: 7 full-time (5 sections/day), 1-4 sections, 1-3 sections.

Schedule: There is no variation in the schedule. Classes meet 50 minutes, 5 days/week. There is a portable laboratory which teachers feel has minimum value. It is used for reinforcement of class work by those who use it, 1-2 times a week for 20 minutes during class. The teachers feel that they have inadequate laboratory materials.

Materials: All texts are traditional grammar-translation, except German I A-LM. Most teachers supplement the text with oral work.

Of the nine teachers interviewed, one was satisfied with the present program, six were not, and two were neutral. The major problems were the inefficient lab and the lack of opportunity for individual help.

Four of the teachers had no opinion of the flexible schedule, five, however, thought they would prefer it to the present situation. The major advantage, they felt, would be the increased possibilities for independent help and individualization of instruction and most efficient use of student and teacher time. The major problem foreseen in the flexible schedule was with the large group--two saw no use for it, and two foresaw discipline problems with it.

Future plans: There are no plans for change in schedule in the near future. However, next year there will be a pilot program in Spanish. All level I classes will be scheduled at the same time. After 3 or 4 weeks, the students will be grouped by performance, with subsequent re-evaluations and regroupings every 3 or 4 weeks.

Of the 18 students interviewed, 17 said they enjoyed the language class they were enrolled in, and one said he did not. Most of their likes were in the area of classroom activities, such as reading, and the presentation of cultural materials. Their major complaint was that the classes were too large. They suggested improved laboratory facilities and more oral work as ways of improving the program.

School B

(9 - 12) - traditional. Enrollment: 843. Estimated socio-economic level of school: wide range from deprived to upper class. Percentage going on to post-high school education: 47%. Percentage enrolled in language program: 27.3%.

Enrollment by language and level:
French: I - 1 section - 13; II - 2 sections - 26; III - 1 section - 13; IV - 1 section - 13
Spanish: I - 1 section - 9, II - 1 section - 15; III - 1 section - 27; IV - 1 section - 4.
German: I - 1 section - 25; II - 1 section - 15; III - 1 section - 7
Latin: I - 2 sections - 17; II - 1 section - 7; III - 1 section - 5.
Russian: I - 1 section - 16; II - 1 section - 9; III - 1 section - 7; IV - 1 section -3.

Student/teacher ratio of school: 20.2/1. Student/section ratio of language program: 12.8/1. Number of language teachers: 1 full-time, 4 part-time (3 sections).

Schedule: There is no variation in the schedule: classes meet five times/weekly for 55 minutes. Russian IV is on independent study. The lab is used as a classroom and is therefore not available for use by the other languages.

Materials: Audio-visual, except for Latin and Russian.

Of the five teachers interviewed, all five are satisfied with the present program. There are, however, problems in the areas of student time for preparation and individual help. Levels III and IV are combined into one class in Spanish as are levels II and III in Latin. The school will adopt a flexible schedule next year and all the language teachers are looking forward to it. They see advantages in the increased opportunity for individual help, greater access to the laboratory and the scheduling of shorter classes for the beginning levels.

Future plans: The planned schedules for next year are as follows: Levels I-II: medium group, 4x2 mods; lab, not yet decided, but most likely, 2x1 mod. Levels III-IV: medium group, 3x3 mods; probable lab schedule, 1x1 mod. Upper level courses with small enrollments will be scheduled on independent study. There will be no large groups.

Of the twenty students interviewed, 15 said they enjoyed the language classes they were enrolled in, two said they did not enjoy the class, and three were neutral. The aspects they enjoyed were related to classroom activities such as oral work or cultural material, and they had little to say about the actual schedule. However, several did mention that the program could be improved in the following ways: shorter periods, fewer meetings per week, more independent work, and more variety, especially in the lab. Most of the students thought they would like the flexible schedule. They felt it would give more variety to the class, give the students more freedom, and allow a student to devote more time to the subject.

School C

(9 - 12) - traditional. Enrollment: 1800. Estimated socio-economic level of school: heterogeneous from upper-lower to upper-middle class. Percentage going on to post-high school education: 50%. Percentage enrolled in foreign language program: 23.7% (420).

Enrollment by language and level:
French: I - 2 sections - 62; II - 2 sections - 40; III - 1 section -16; IV - 1 section -5.
Spanish: I - 3 sections - 85; II - 1 section - 36; III - 1 section - 12; IV - 1 section 10
German: I - 2 sections 1 62; II - 2 sections - 41; III - 1 section - 7; IV - 2 sections -2;
Latin: I - 2 sections - 28; II - 1 section - 14

Students/teacher ratio of school: 26.5/1 (includes library staff, special education teacher, activity director, and some counselors. Student/section ratio of language program: 20/1. Number of language teachers: 3 full-time (6x53 min. period/day), 1 intern half-time.

Schedule: No variation in the schedule exists. The language teacher teaches six hours per day. (The teachers were given a choice between five hours of class/day and 3rd and 4th years combined or 6 hours of class/day and no combined classes.) A portable lab exists, but it is used chiefly by one teacher, the other teachers use films, tape-recorders and records in class.

Materials: Latin uses traditional materials, all other languages use an a-l method for two years (first and second, first and fourth, or third and fourth) and a traditional method for the other two years. The school system is in the process of changing to an a-l method.

One teacher was satisfied with the program as it stands, one was not sure, and two were not satisfied with the present program. The chief problem is insufficient materials and facilities, especially for the lab. Other problems include lack of time for preparation of materials, no real opportunity for individualization, period length too long for concentrated study. One teacher was pleased to be able to help students in the class itself.

This school had been seriously considering the flexible schedule two or three years ago, but it became involved with another program and did not introduce the flexible schedule. All the language teachers have been at the school less than two years and have not given much thought to flexible scheduling. They did mention that the shorter period would be more conducive to concentrated study, that the large group would be a valuable device for presenting cultural material, and generally in reducing duplication of work; that it would be easier to individualize instruction, and that the students would not feel in a rut since the classes would be varied.

Major problems in the flexible schedule as seen by these teachers are that the large group may become inflexible if it meets once a week, and that the teacher will have more planning problems than on a traditional schedule.

Future plans: Since the teachers are all new to the school, they have no knowledge of any future plans for the language department. Of the twenty students interviewed, 18 said they enjoyed the class they were enrolled in, and two said they did not. Their likes were mostly in the area of classroom activities, such as games, songs, cultural materials and oral work. They said they did not like such things as large classes and repetitious drills, and felt the program would be improved by longer classes, smaller classes and more oral work. Of the students who had heard of flexible scheduling, 9 thought it would be good for variety in the schedule and would give the student more free time, and 4 felt that it would not be good because the students would waste their free time.

School D

(9 - 12) - traditional. Enrollment: 1452. Estimated socio-economic level of the school: homogeneous middle class. Percentage going on to post-high school education: 60%. Percentage enrolled in foreign language program: 34% (498).

Enrollment by language and level:
French: I - 2 sections - 49; II - 2 sections - 48; III - 1 section - 20; IV - 1 section - 14.
Spanish: I - 5 sections - 167; II - 3 sections - 81; III - 1 section (w/IV) 22; IV - 6
German: I - 2 sections - 39; II - 1 section - 25: III - 1 section (w/IV) 24; IV - 3

Students/section in school: 32.5/1; student/section ratio in language program: 26.2/1.
Number of language teachers: 3 full-time (5x50 min per/day).

Schedule: No variation in the schedule exists. All classes meet five days a week for 50 minutes. There is no language laboratory, although they did use one for one year with the period one hour in length once a week. The laboratory was continuously vandalized so that it was no longer practical to maintain it. Two of the five teachers feel that the laboratory has little value, that the students waste their time, or that just as many bad habits are reinforced as good ones.

Materials: Traditional grammar-translation method, with the two Spanish teachers, native speakers, supplementing the class work with oral work.

Of the five teachers interviewed, three are satisfied with the program as it is now, and two are not. The major problems are inadequate facilities and insufficient materials. In Spanish and German the third and fourth years must meet together, which causes problems for the teachers, and the Spanish I classes are rather large (up to 35 students per class). All the teachers would like to have more oral work in the class, which would mean adopting new materials. The teachers also feel they have insufficient time for planning and preparation.

None of the teachers has thought much about a flexible schedule ; two think they would prefer it to the traditional. They feel the flexible schedule would give the teacher more time for planning, greater opportunity for individualization of instruction, and the possibility to develop a schedule better suited to the needs of the language and teacher. The remaining three teachers have no opinion although they think that the above advantages are certainly possible. Problems with the flexible scheduling were foreseen in the areas of student control and lesson planning. There is also a danger, they think, of losing continuity if the classes do not meet every day.

Future plans: The plans of this school are generally quite unsettled. The district recently lost a school tax election and so a strong possibility exists that school expenditures will be cut. Several of the teachers want to introduce new materials which stress oral work in languages.

Of the 20 students interviewed, sixteen said they were satisfied with the program and four said they were not. Four of the students mentioned specifically that they liked the amount of grammar they receive, but eight also suggested more oral work as a way to improve the program. Only five had ever heard of flexible scheduling. They thought it would be a good idea, but they did not know exactly how it would benefit the foreign language program.

School E

(7 - 9) - traditional. Enrollment: 1050. Estimated socio-economic level of school: middle and upper-middle class. Percentage going on to post-high school education: 64%. Percentage enrolled in language program: 81%.

Enrollment by language and level:
French: I - 4 sections - 121; II - 4 sections - 108; III - 3 sections - 53
Spanish: I - 7 sections - 226; II - 5 sections - 143; III - 3 sections - 90
Russian: I - 4 sections - 86

Student/teacher ratio of school: 26/1; student/section ratio of language program: 28.5/1. Number of language teachers: 5 full-time (5 sections), 1 part-time (4 sections).

Schedule: There is no variation in the schedule. Classes meet 5 times weekly for 50 minutes. There is a lab which the teachers use occasionally for 20-30 minutes during regular class time.

Materials: Audio-visual

The school will adopt a flexible schedule next year and the teachers are looking forward to it. The major problems with the present schedule are: classes too large, periods too long, difficulty with individualization of instruction. The teachers feel the advantages of the flexible schedule will be: possibilities for individualization, economical use of teacher time, smaller classes, shorter periods.

Future plans: The language classes will have the following weekly schedule:
large group, 1x1mod; med group, 1x1 mod; small group, 3x1 mod
large group, 1x1 mod; med group, 1x1 mod; small group, 4x1 mod
large group, 1x1 mod; med group, 2x1 mod; small group, 3x1 mod

The lab schedule will be independent of class, and attendance will probably be required once or twice a week. They hope to have a full-time laboratory assistant.

Of the nineteen students interviewed, 14 said they enjoyed the language class they were enrolled in, 2 said they did not, and 3 were neutral. The aspects of the program which the students disliked were the following: classes too large, repetition of material boring, not enough grammar presented. Most students agreed that the audio-visual approach would give the class more variety, and would give them a better opportunity for individual help and more free time. They also foresaw difficulties in adjusting to this free time.

School I

(9-12) - third year flexible. Enrollment: 1290. Estimated socio-economic level of school: middle-upper class, middle class, blue-collar, bedroom community. Percentage going on to post-high school education: 70-80%. Percentage enrolled in language program: 46%.

Enrollment by language and level:
French: I - 1 section -30; II - 2 sections - 50; III - 1 section - 20; IV - 1 section -6
Spanish: I - 5 sections - 151; II - 9 sections - 215; III - 1 section - 21; IV-1 section - 10
German: I - 2 sections - 56; II - 1 section - 27; II-III-IV - 1 section -6
Latin: I - 1 section -16; II - 1 section-22; III-IV- 1 section - 13

Student/teacher ratio of school: 24.5/1; student/section ratio of language program: 22.9/1. Number of language teachers: 5 full-time.

Schedule: (Mod = 18 minutes) Levels I-II 2x2 mods, 2x3 mods, lab 5x1 mod (German I-II lab 2x2 mods). Levels III-IV 3x2 mods, 2x3 mods, no lab (Spanish III lab 3x1 mod; Spanish IV, 4x3 mods, lab, 2x1 mod). German II-III-IV, independent study. Latin all levels, 3x2 mods, 2x3 mods,. All classes are of medium or small size.

Materials: A-LM materials, direct method.

All five teachers interviewed were dissatisfied with the program. The major problems were: not enough class time, classes not scheduled everyday, not enough contact with slow or non-achieving students, no pattern to the schedule, computer problems, such as the splitting of a section between two teachers, and the enrollment of students into languages they do not wish to take.

Two of the teachers preferred the flexible schedule to the traditional, and three did not. The three felt the schedule was a burden to the language department; that the benefits to other departments were bought at the expense of the language department.

Future plans: The teachers have requested the following schedule for next year: Levels I-II; 5 x 3 mods; lab 5x1 mod. Levels III-IV, 4x3 mods, or 3x3 mods, 2x2 mods. The lab schedule is not yet decided. All classes will be medium groups.

Of the twenty students interviewed, 18 said they enjoyed the language classes and two were neutral. They liked such things as the variety of the schedule and the free time. Of the nine who had studied languages both on the traditional and the flexible schedule, 6 thought they learned more on the flexible schedule and 3 thought they learned the same. There was not much they disliked about the program, although those involved in the split classes were dissatisfied, and several mentioned they did not like the lab.

School II

(9 - 12) - third year flexible. Enrollment: 2178. Estimated socio-economic level of school: lower to upper-middle class, majority upper-lower and lower-middle. Percentage going on to post-high school education: 50%. Percentage enrolled in language program and enrollment by language and level: data not complete. Languages offered in school: Spanish, French, German, Latin and Russian.

Student/teacher ratio of school: 26.5/1
Number of language teachers: data incomplete

Schedule: (Mod = 21 minutes) Levels I-II: large group, 1x2 mods; medium group, 4x2 mods (classes scheduled on only 4 days of the week, i.e., on one day both a large group and a medium group meet); lab, 2x1 mod, (each student has a teacher conference once a week). Level III: large group, 1x3 mods; small, 3x2 mods; lab, 1x1 mod. Level IV: small group, 4x2 mods; lab, 2x1 mod.

Materials: Audio-lingual.

All three of the teachers interviewed were satisfied with the present program. The only aspect of the program they considered to be a problem is the scheduling of the large group on the same day as a medium group. They felt the major advantages of the schedule were the variety, the chance for student conferences during school, and the ability to use the lab more and with proper period length.

Future plans: School II plans very few changes. They hope to get a five-day schedule and to make the lab more available to the student for independent use.

Of the twenty students interviewed, 17 said they enjoyed the language class they were enrolled in, and 3 were neutral. The students mentioned the following as things they liked about the program: variety, teacher conferences, small classes, free time, and lab. The only complaints registered were that the large group and the lab were boring, and that classes did not meet everyday. Of the 6 students who had also studied language on a traditional schedule, one thought he learned more on the flexible schedule, three thought they learned the same, and two thought they learned less.

School III

(9 - 12) - first year flexible. Enrollment: 803. Estimated socio-economic level of school: mixed 27% military, middle-class bedroom community. Percentage going on to post-high school education: 60% +. Percentage enrolled in language program: 45.8%.

Enrollment by language and level:
French: I - 2 sections - 37; II - 1 section - 22; III-IV - 6
Spanish: I - 3 sections - 90; II - 4 sections -90; III - 1 section - 27; IV -2
German: I - 2 sections -30; II-III - 2
Latin: data incomplete; II - 1 section -27; III - 1 section -26.

Student/teacher ratio of school: 32/1; student/section ratio of language program: 23/1. Number of language teachers: 2 part-time, 2 full-time.

Schedule: (Mod = 27 minutes) Levels I-II, large group, 1x2 mods; small group, 3x2 mods; lab, 1x2 mods. (French I, small group 5x2 mods, no lab). Levels III-IV, medium group, 4x2 mods, no lab (German II-III independent study).

Materials: traditional grammar-translation with oral supplements. Spanish: audio-lingual.

Of the four teachers interviewed, 2 were satisfied with the program, one was not, and one was uncertain. The major problems were: not enough time in class, scheduling problems or conflicts, insufficient facilities and not enough teachers.

Three of the teachers preferred the schedule to the traditional and one was uncertain. The advantages they felt were student and teacher free time, the variety in the schedule and the fact that the lab was more available.

Future plans: The teachers would like to have more class time per week with classes meeting every day. They are also going to eliminate the large group. More materials for the lab and the resource center will be acquired.

Of the nineteen students interviewed, 15 said they enjoyed the language class they were in, one said he did not, and two were neutral. They think they liked the variety, the free time, the increased teacher contact, and the shorter classes. Of the 19 who had also studied language on a traditional schedule, 11 thought they were learning more, one thought he was learning less, and 7 saw no difference. The students did not have many specific dislikes about the schedule. A few mentioned the period length, 2 mods too short, 3 mods too long, and the large group was mentioned as being boring. Scheduling conflicts were also mentioned as problems.

School IV

(9 - 11, new school, next year will be its first graduating class); first year flexible. Enrollment: 2300. Estimated socio-economic level of school: 15% upper lower class, the rest lower-middle to middle class. Percentage enrolled in language program: 30%.

Enrollment by language and level:
French: I - 102, II - 92; III - 11
Spanish: I - 9 sections - 249; II - 3 sections - 116; III - 1 section - 19
German: I - 94, II - 9
Latin: I - 65; II - 14

Student/teacher ratio of school: 25/1. Number of language teachers: 3 full-time, 2 part-time.

Schedule: (Mod = 20 minutes) Span I-II large group, 1x2 mods; mediumgroup, 1x2 mods; small group, 2x2 mods. Also: large group, 1x2 mods, medium group 3x2 mods; Span III: small group, 1x2 mods, 2x3 mods; Ger. I: large group, 1x3 mods; medium group, 3x2 mods; Ger II: small group, 3x3 mods; Fr. I: large group, 2x2 mods; medium group, 3x2 mods. Also: large group, 3x2 mods; small group, 1x3 mods, Fr. II: large group, 1x2 mods; medium group, 2x2 mods; small group, 1x2 mods. Fr. III: same as Span III. Lat. I: large group, 1x3 mods; medium group, 2x2 mods; small group, 1x2 mods. Lat II: same as Ger. II. All classes have back-scheduling of two to three mods a week. There is no laboratory.

Materials: Audio-lingual, except for Latin.

Of the five teachers, 3 reported they were not satisfied with the present program, one was not sure, and one was satisfied. The major problems were the lack of lab, too many students, not enough class time, i.e., classes too short and classes not meeting everyday, large group instruction, and the difficulty of individualizing instruction.

Four of the teachers preferred the flexible schedule to the traditional and one was neutral. They felt the advantages of the flexible schedule were increased free time for the teacher and student, small groups, and increased student interest.

Future plans: All languages will be scheduled in the following way: large group, 1x2 mods; medium group, 2x2 mods; small groups, 1x2 mods. Three dial labs will also be installed and there will probably be 4 to 5 one-mod lab periods scheduled per week.

Of the nineteen students interviewed, 16 said they liked the language class they were enrolled in, two said they did not like it, and one was neutral. They liked such things as the individual help, the variety of the schedule, the fact that classes did not meet everyday, and the increased free time. They suggested the following improvements: more independent study, more class time, installation of lab, and the elimination of the large group. Of the 13 students who had also studied language on a traditional schedule, only two thought they were learning the language less well on the flexible schedule.

School V

(7-9) - second year flexible. Enrollment: 1000, Estimated socio-economic level of school: low-broken homes, subsidized housing projects. 40% turnover. Percentage going on to post-high school education: data incomplete. Percentage enrolled in language program: 31.7%.

Enrollment by language and level:
French: I - 3 sections - 90; II - 1 section -35: III - 1 section -22
Spanish: I - 3 sections - 110; II - 1 section -30; III - 1 section -30

Student/teacher ratio of school: 28/1. Student/section ratio of language program: 31.7/1.

Schedule: (Mod = 30 minutes) All classes: medium group, 5x1 mod. The lab is a classroom and is used during class time about 2 times a week for 15-20 minutes by trading off rooms.

Materials: Audio-lingual

The two teachers are satisfied with the present program and prefer it to the traditional schedule. They do have problems with students being scheduled into languages, they do not want and with students cutting classes. They feel the major advantages of the flexible schedule are the variety it allows, the responsibility it gives the student, and the freedom it gives the teacher in developing his program.

Future plans: The only change they will make in the next few years is the addition of an accelerated French course, 4 x 2 mods, for 9th graders who enter the school with no language training. This course will cover the material covered in the regular I-III sequence in one year.

Of the nineteen students interviewed, 17 said they enjoyed the language class they were enrolled in, one said he did not, and one was neutral. The aspect they enjoyed most was the oral work. They also mentioned that the shorter period eliminated boredom. They suggested the following ways in which the program could be improved: longer periods once a week, smaller classes, more cultural material in the resource center, and more grammar explanations in class.

APPENDIX B

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